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ABSTRACT

The practicum report documents the development of a mainstreamed reading program for exceptional children in grades 2-4, and describes its pilot testing with 22 second grade, 21 third grade, and 21 fourth grade students. The specific process and terminal goals of the practicum are presented. The reading program is explained to have included elements traditionally associated with individualized approaches (meeting individual differences, purposes, and interests through individual pupil-teacher conferences; group instruction based on developmental skill needs and interests for specific purposes; self pacing of learning; and self selection of a part of the instructional material). Empirical evaluation is said to have shown that participating students (both special needs and non-special needs) were able to improve their reading skills to a significantly greater extent than they were able to previously. Practicum students were also noted to display less frustration in dealing with their peers and with their classroom activities. Among seven appendixes are sample recordkeeping forms, checklists, and a list of objectives, instructional strategies, and independent learning activities for the mainstreamed reading program. (CL)

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Development of Instructional Strategies
in Reading in the Mainstreamed Elementary
School Classroom

by Janice Hurwitz¹

Submitted in partial fulfillment of the
requirements of the National Ed.D. Program
for Educational Leaders, Nova University

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Two-Year Practicum
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ABSTRACT

During the 1976-77 academic year, a Mainstreamed Reading Program Guide was prepared and developed for students in grades 2 through 4 at the Bentley School, Salem, Massachusetts. This program guide was initiated in order to alleviate the deficiencies existing in Salem's reading curriculum that have emerged from the teaching of special needs' and non-special needs' students in integrated classrooms as dictated by the recent Massachusetts legislation. This document outlines the details of this Mainstreamed Reading Program and the evaluation of the 1977-78 practicum that pilot tested and evaluated it with 22 second grade, 21 third grade, and 21 fourth grade students. One hundred individualized reading objectives were formulated--complete with teaching methodologies and strategies--that would allow "average" and "special needs'" children, grouped in the same classroom, to attain reading skills at a level commensurate with their assessed potentials. Also, the appendix includes suggestions for record keeping forms. A 1975-76 needs' assessment showed that the existing curriculum did not provide this. During the 1977-78 academic year, this newly developed program was pilot tested at the second, third and fourth grade levels. Empirical evaluation showed that the participating students--special needs' and non-special needs'--were able to improve their reading skills to a significantly greater extent than they were able to previously. In addition the evaluation indicated that these practicum students displayed less "frustration" in dealing with their peers and with their classroom activities. This practicum has provided all of the Bentley School's second, third and fourth grades a proven reading program that not only insures compliance with the law, but also insures each student the opportunity to succeed commensurately with his ability.

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INTRODUCTION

Purpose

The purposes of this practicum were to: (1) develop, field test and evaluate teaching strategies that might overcome some of the educational disparities existing in mainstreamed classrooms settings at the Bentley Elementary School, Salem, Massachusetts; and, (2) put these strategies into practice. More particularly, it emphasized the development and implementation of strategies in the teaching of reading in grades 2, 3 and 4 at the Bentley School, to the end that these newly established practices for the teaching of reading in mainstreamed classrooms at these grade levels are now (academic year 1978-79) an accepted and required part of the school's curriculum.

The Bentley School

The Bentley School was established in 1962 as a grades K through 3 elementary school in the Salem Public Schools, Salem, Massachusetts. Most of its original enrollment of approximately 340 students were from upper middle class families near Salem "Common". A very small percentage of children were from the lower middle class families of Derby and lower Essex streets.

During the past several years valuable waterfront property in the "Willows" has been bought and maintained mainly by families without elementary age children. Presently, only 13 children from the "Willows" attend the

Bentley School. Also, during the past four years, an Alternative School was opened in the Bentley School District. It is this Alternative School that parents around Salem "Common" regard as their neighborhood school. These two circumstances resulted in a significant drop in the Bentley School enrollment.

To compensate, partially, for these changes, the Bentley School has extended its program through grade four, and has redistricted to include a very high percentage of children from the Derby, lower Essex and Congress Street districts. These districts house predominantly poor or lower middle class families.

Thus, the once affluent Bentley School district is now one that is largely populated by children with severe emotional and discipline problems. Moreover, several children have learning disabilities. The new Chapter 766 law in Massachusetts requires that most of these learning disabled children must attend academic classes with children who are not classified as learning disabled. Hence, the Bentley School was a natural site for a practicum that emphasized teaching strategies for the integrated (or mainstreamed) classroom.

Background

During the past half decade, court decisions and federal and state legislation have clearly directed that school systems provide handicapped children with opportunities

to attain appropriate and effective education, within the mainstream of the pedagogical settings in which all children are taught. Accordingly, heavy emphasis is now being placed on that movement in the regular classroom, for children who, because of their handicaps, previously had been serviced within an isolated educational environment.

More specifically, in the Commonwealth of Massachusetts, Chapter 766 of the 1973 Public Laws legislated that commencing in 1975 all children, not classified within the most severe categories of mental and/or physical deficiencies, must share the fundamental educational setting with their more fortunate peers. A classroom which has been integrated with students who are typically classified as "normal" or "average", along with those who have been diagnosed as having learning disabilities, other than the most severe, is defined as a mainstreamed classroom. In Massachusetts, it is commonly referred to as a 766 classroom. If, indeed, a Massachusetts school system has children with such special needs, then, by law, such children must be mainstreamed.

Related Literature

Kaufman et al. (1975), in their discussion of mainstreaming, noted three major influences emerging nationally: (1) the effects of judicial decisions; (2) the educational funding policies of state governments; and, (3) the impact of the writing and research of professional educators. In the spirit of this third influence, it was hoped that this

practicum would produce a viable series of teaching strategies in reading which would enable children in the mainstreamed classrooms of the Salem Public Schools to receive the best possible instruction in reading, while remaining within the purviews of the 766 law.

Lord (1975) pointed out that it is much easier to explain how special education should remove itself from the mainstream of education than it is to design a plan to integrate the two systems. However, while he indicated that such integration is essential for education of children least removed from the mainstream of society, he claimed that such integration must be based upon the modification of the training of all teachers. To this end, then, this particular project has attempted to acquaint the involved teachers with: (1) various strategies for teaching reading more effectively to all children of mainstreamed classes; and, (2) procedures for the implementation of these strategies.

Smith (1969) presented evidence supporting the development of individualized programs of instruction, within the context of the regular classroom. He further emphasized that the effectiveness of such development depends upon the teacher's skill in evaluating each pupil's day-to-day program and progress. This practicum has attempted to bridge this theory to practice as it developed strategies for reading instruction of children in elementary

school mainstreamed classrooms. These strategies have emphasized "individualized" pupil programs within the "classroom" setting, as well as daily assessments of learning outcomes for every child as a forerunner for each new day's work.

In developing the field test strategies for the teaching of reading to extremely heterogeneous groups of elementary children, this practicum has borrowed from the task analysis model suggested by Johnson (1967), as well as from the traditional subject matter model. In the task analysis model, the emphasis is on process rather than subject matter. Although final strategies have emphasized both specific and alternative processes, they have also recommended precise goals to be prescribed for each child. Therefore, resultant strategies were products of both the task analysis (process) model and the subject matter (goal oriented) model.

As Learner (1975) pointed out, the Johnson task analysis model has the capabilities to provide diagnostic and evaluative information about the child and his processing abilities. Thus, if student objectives are first established, as suggested by this researcher's interpretation of the classical subject matter model, then an integration of this model with the task analysis model would allow the mainstreamed classroom teacher to provide diagnostic and evaluative information about the child and his processing

abilities, as they relate to any stated instructional objective. The teacher could ask such questions as: (1) Which perceptual channels (auditory, visual, kinesthetic, etc.) are required in order to receive the presentation and perform the task? (2) Must a child shift from the visual modality to the auditory modality in order to perform the task? (3) Is the task primarily verbal or non-verbal in nature, and which skills and levels of involvement are required?

According to Kirk (1962, p-4), "The educationally exceptional child is one who deviates from the normal child in mental, physical and/or social characteristics to such an extent that he requires a modification of school practices or special education services in order to develop his maximum capacity". The Chapter 766 law in Massachusetts is quite clear. All, except those who have severe learning disabilities, must be mainstreamed into regular classrooms. Thus, as Kirk demands, modification of classroom programs is a necessity where students are mainstreamed. It has been the ambition of this practicum to realize such modifications in the teaching of reading in grades 2 through 4 at the Bentley School.

Research is practically non existent with respect to the existing success rate in adapting learning disabilities children to realize maximum learning potential in a regular classroom. Haring and Krug (1975) were able to

show, however, with an experimental study, that a sample of 13 mentally retarded children were able to be mainstreamed and continue to maintain the academic standards that they were attaining in their earlier special classes. The study did not set forth the specific learning strategies used, nor did it attempt to examine the effects which such children might have had on the remaining students in their classrooms. At least, however, a precedent has been established that suggests that integrated learning of dichotomous groups can be realized.

Problems

The Bentley Elementary School in Salem, Massachusetts has several moderate special needs' children. They have been mainstreamed. While the law is being adhered to, a number of concomitant problems have surfaced. First (Problem-1), these special needs' children were not receiving the quantity of specialized and individualized instruction that they would have received had they been allowed to enroll in a special class. Second (Problem-2), a certain degree of frustration has evolved in these children as they began to experience difficulty in watching their more fortunate classmates achieve. Third (Problem-3), the latter, on the other hand, were hindered in their normal academic pursuits, resulting from the disproportional amount of time that a teacher found necessary to apportion to the slow learner. Objective evidence of the existence of these

three problems at the Bentley School will be presented in the section to follow. This practicum, in turn, was an attempt to neutralize these problems.

Needs Assessment

(Problem-1) During the academic year 1975-76, 32 Bentley School children who had been diagnosed as special needs' children and had been in "special classes" in 1974-75, were mainstreamed into regular classroom settings. Twenty-nine of these 32 students' grade equivalent reading gains on the Stanford Achievement Test were less in June 1976 than they were in June 1975. Obviously, special class instruction was accomplishing more for these students than was mainstreamed and integrated instruction.

(Problem-2) At the end of each year, teachers completed on each child in the school, an Inferred Self Concept Scale (by E. L. McDaniel, Ph.D.; Western Psychological Services). Items 7,8,9,14,16,23 and 27 were used as operational definitions of "frustration". These items, in order, dealt with discouragement, unsociability, crying, fear of teacher, giving up, oversensitivity, and withdrawing. In June 1976, 25 of the 32 special needs' students showed lower scores (that is, higher frustration levels) on at least 5 of the 7 items, than they showed in June 1975. Non-special needs' students' ratings dropped also, but not nearly as much as did those of the special needs' children.

(Problem-3) Two measures were used to arrive at this need. First, eight teachers who taught mainstreamed classes during the academic year 1975-76, but did not teach mainstreamed classes during the academic year 1974-75, were asked to compare the quantity of materials that they were able to cover each year. All eight emphatically stated that they were not able to cover as much in 1975-76 with their "average" child as they were during the previous year. Secondly, and more objectively, in June 1976 the average (mean) grade equivalent growth in reading for the non-special needs' student, as measured by the Stanford Achievement Test, was 1.9 months lower than the average gain shown in June 1975.

Scope and Sample

In January 1977, three classrooms--one each from the first, second and third grades of the Bentley School--were selected as the experimental groups of students; these were the designated students for whom new teaching strategies in reading were to be developed. Concomitantly, methodologies for handling and lessening identified frustrations of children were developed. As these children proceeded to the second, third and fourth grades, respectively, the reading strategies agreed upon were implemented in September 1977, and were continued throughout the entire 1977-78 academic year. From January through August 1977, the proposed 77-78 strategies, procedures and

evaluative techniques were established through the joint efforts of: (1) the children's 1976-77 classroom teachers; (2) the children's 1977-78 classroom teachers; (3) a reading specialist in the Salem School System; (4) a visiting specialist in the field of learning disabilities; (5) a child psychologist; and, (6) the principal of the Bentley School.

Each group of children selected in January 1977 remained together as a classroom group through June 1978. Each selected classroom contained a minimum of 21 students, from whom at least six had been diagnosed as moderate special needs' children with one or more specific learning disabilities. Each classroom selected also contained 14 or more children who were normal to above normal in measured intelligence and academic achievement. Figure 1 delineates this enrollment by grade level.

TABLE 1

Student Enrollment in the Practicum's
Experimental Classrooms

Grade Levels September 1977-June 1978	Learning Disabled	Not Learning Disabled	Total
2	8	14	22
3	7	14	21
4	<u>6</u>	<u>15</u>	<u>21</u>
Total	21	43	64

Format

The document to follow presents the results of the Hurwitz practicum. First the specific process and terminal goals of the practicum will be presented. Then, the reading objectives and instructional strategies (methodologies) that were developed, and are in the separately bound appendix, will be discussed and evaluated. Empirical evaluation data will be included. And, finally, a summary and project implications will be presented.

PRACTICUM OBJECTIVES

The specific terminal objectives of this practicum were:

1. Objective One

That the reading growth of each special needs' child and each "normal" child increases at a rate greater than that which each child was experiencing before mainstreaming.

2. Objective Two

That, at the practicum's end, the frustration level of special needs' children be rated by classroom teachers no lower, in each of the seven frustration categories suggested by the Inferred Self Concept Scale, than their highest rating prior to mainstreaming; in addition, each child's rating will increase (i.e. his frustration level will lower) in at least three of the seven categories.

The specific process objectives of this practicum were:

1. Objective One

To develop a set of reading objectives and instructional methodologies for the individualized teaching of reading to both special needs' and "normal" or non-special needs' children who have been mainstreamed into second, third and fourth grade classroom at the Bentley School.

2. Objective Two

To establish a series of strategies which would prevent the mainstreamed special needs' children from experiencing obvious frustration due to their classroom involvement with "normal" children.

3. Objective Three

- a. To present 10 hours of training sessions for teachers so that they may receive the necessary assistance to implement the new reading methodologies suggested in objectives 1 and 2.

- b. That, after attendance at training sessions, each teacher would carry out a given methodology in a mock teaching demonstration that would be rated as satisfactory by three qualified observers.

4. Objective Four

- a. To present three hours of training sessions for teachers so that they may receive the necessary assistance to implement suggested strategies for lessening pupil frustration levels.
- b. That, at the end of the training sessions, each teacher will receive a satisfactory rating from the Child Psychologist on one ideal approach (submitted in writing) to handling a child who has been identified as being frustrated due to each of the seven Inferred Self Concept Scale frustration concepts. In addition, the Child Psychologist, after observing each teacher for a one hour period, will ascertain the presence of acceptable methodologies in handling whatever evidences of frustration might arise during that hour.

5. Objective Five

- a. To establish in writing, a final document that the Bentley School will agree to implement in the teaching of reading in the second, third and fourth grade mainstreamed classrooms of the Bentley School for the academic year 1977-78. This document will include all strategies and methodologies referred to in objectives 1 through 4. (The appendices of this report constitute the final document.)
- b. To use this document for the basis of reading instruction, in grades 2 through 4 at the Bentley School, for the academic year 1977-78; and, once it has been revised in accordance with its 1977-78 evaluation, to use this document as the permanent basis of reading instruction, in grades 2 through 4 at the Bentley School.

MAINSTREAMED READING PROGRAM

In September 1976, the principal of the Bentley School began a plan for the development and implementation of strategies in the teaching of reading for mainstreamed classes.

Three classes were selected in October 1976 as the experimental groups, one each from the first, second and third grades of the Bentley School. Each of these classes remained together as a classroom group through June 1978. Each of the selected classes had a minimum of 20 students, at least six of whom had been diagnosed as moderate special needs' children with one or more specific learning disabilities. The remaining children, at least 12 in each class, were normal to above normal in measured intelligence and academic achievement. The second grade class had a total of 22 students, eight with special needs; the third grade had a total of 21 students, seven with special needs; and the fourth grade had a total of 21 students, six with special needs.

Strategies and procedures for the teaching of reading to the experimental groups were developed by a committee of: (1) the 1976-77 teachers of the selected classes; (2) the 1977-78 teachers of these classes; (3) a reading specialist in the Salem School System; (4) a specialist in the field of learning disabilities; (5) a child psychologist; and, (6) the principal of the Bentley School. This committee

met weekly from October 1976 to June 1977, in two to three hour sessions, to develop objectives, strategies, and procedures.

Concurrently, a team consisting of a child psychologist, a guidance counselor, a parent, and an experienced classroom teacher, met bimonthly to suggest and review strategies for alleviating the high frustration levels of the mainstreamed special needs' children. These strategies and suggestions were incorporated into the strategies for the teaching of reading to the experimental groups.

The objectives, strategies, and procedures were reviewed in July 1977 by an independent review team consisting of a reading specialist, a special education specialist, and an experienced classroom teacher. The review team made suggestions for modifications and additions that in turn were incorporated into the plan.

Teacher Preparation

During the late spring and summer of 1977, the teachers of the three experimental classes and seven other Bentley School teachers were provided with 10 hours of training sessions in the use of the curriculum model; these sessions were conducted by the principal, a reading specialist, a learning disability specialist and a child psychologist. The training included familiarization with the objectives, strategies, and forms provided, as well as micro-teaching lessons using the suggested strategies.

Each teacher was acquainted with the sequence of reading objectives and methods for determining the extent to which a child had met the objective. She was then provided with suggested strategies for helping a child master each of the skills. A part of each training session was devoted to video-taped micro-teaching exercises--thus allowing the teachers to critique their skills in implementing the suggested strategies and make necessary adjustments. The psychologist member of the team was especially helpful in aiding the teachers to develop competence in the behavior modification techniques developed to increase interest in, and to improve attitude toward reading. Each teacher was shown how to establish short-term goals for a child and to divide the learning into small, easily attainable steps. The importance of immediate reinforcement was emphasized for frequent successes.

Following the 10 hours of training each teacher was asked to prepare a 20 minute demonstration lesson utilizing the particular methodology that had proved to be the most difficult for her during the training sessions. These lessons were video-taped and critiqued by the school principal (practicum director), the reading specialist and one other classroom teacher.

These same 10 teachers were provided three additional hours of training in the implementation of specific strategies designed to alleviate frustration as exhibited by:

(a) discouragement; (b) unsociability; (c) crying; (d) fear; (e) giving up; (f) oversensitivity; and, (g) withdrawing. The teachers were trained to identify or stipulate acceptable behavior with their students; to define the conditions under which these behaviors were to be engaged; and to provide reinforcement or reward. Strategies for recognizing acceptable behavior and ignoring unacceptable behavior were discussed and practiced. Teachers were made aware of the need for each student to experience success often and, to receive immediate reward or reinforcement for each success.

The final session in their series took the form of a video-taped micro-teaching lesson that was then critiqued by the teacher and the psychologist.

Revision

The curriculum model was revised following the training sessions in order to incorporate ideas and methodologies generated during the sessions. Improvements and refinements in teaching strategies were added to the program. The revised booklet for the Mainstreamed Reading Program was assembled and distributed to the teachers in August, 1977,

The completed plan--the Mainstreamed Reading Program--took the form of a curriculum manual for the classroom teacher. It includes the forms to be used by the teacher and a set of objectives that are referenced with instruc-

tional strategies and independent learning activities. The committee decided that this format would be the most helpful to the classroom teacher.

Mainstreamed Reading Program

The Mainstreamed Reading Program was initiated in the three experimental classes at the start of the 1977-78 school year. It is based upon the use of basal readers, trade books, individual reading plans for each student, individual pupil-teacher conferences and skill development groups. The Mainstreamed Reading Program includes the following elements traditionally associated with an individualized reading program:

1. The meeting of individual differences, purposes, and interests through individual pupil-teacher conferences.
2. Group instruction based on developmental skill needs and interests for specific purposes.
3. Self-pacing of learning.
4. Self-selection of a part of the instructional material.

The purpose of the Mainstreamed Reading Program was to permit the optimal continuous progression of learning for all of the children in the mainstreamed classes. The program was designed to permit each learner to develop reading skills at his own rate and level as well as in his own learning style. Also, it was designed to maximize the expertise of each teacher.

Reading Materials

Each of the three classes had a wide variety of reading materials located within the classroom; these included; basal readers at several levels; a minimum of 100 trade books; reference works; magazines; and newspapers.

Each mainstreamed classroom had multiple copies of basal readers, including texts above, at and below grade level. The basal readers in the classrooms were:

Second Grade

Lippincott, Basic Reading, 1975.

Books C, D, E, F, G

Macmillan, Macmillan Reading Program, 1974.

World of Wonder, Level 6
Lands of Pleasure, Level 7
Enchanted Gates, Level 8
Shining Bridges, Level 9
Better Than Gold, Level 10
More Than Words, Level 11

Houghton Mifflin, Houghton Mifflin Reading Series, 1976.

Honeycomb, Level E
Cloverleaf, Level F
Sunburst, Level G
Tapestry, Level H
Windchimes, Level I
Passports, Level J

Third Grade

Lippincott, Basic Reading, 1975.

Books E, F, G, H, I, J

Macmillan, Macmillan Reading Program, 1974

Enchanted Gates, Level 8
Shining Bridges, Level 9

Better Than Gold, Level 10
More Than Words, Level 11
The Magic Word, Level 12

Houghton Mifflin, Houghton Mifflin Reading Series, 1976.

Cloverleaf, Level F
Sunburst, Level G
Tapestry, Level H
Windchimes, Level I
Passports, Level J
Medley, Level K

Fourth Grade

Lippincott, Basic Reading, 1975.

Books G, H, I, J, K

Macmillan, Macmillan Reading Program, 1974.

Shining Bridges, Level 9
Better Than Gold, Level 10
More Than Words, Level 11
The Magic Word, Level 12
Bold Journeys, Level 13

Houghton Mifflin, Houghton Mifflin Reading Series, 1976.

Sunburst, Level G
Tapestry, Level H
Windchimes, Level I
Passports, Level J
Medley, Level K
Keystone, Level L

Additionally, each teacher selected at least 100 trade books from the Bentley School library to be placed in the classroom. These books--fiction, non-fiction, and biography--were of varied reading levels and were selected to supplement the selections in the basal readers and to match the interests of the children.

Dictionaries, encyclopedias, and other reference works were available in each classroom.

Each class had subscriptions to the Weekly Reader and received 15 copies--five at grade level, five above, and five below. Each class had subscriptions to three children's magazines.

The Reading Period

The reading period was a daily minimum of 120 minutes in the second grade, 90 minutes in the third grade, and 75 minutes in the fourth grade. This time was often divided between morning and afternoon sessions.

During the reading period, the teacher held individual conferences, instructed small groups in needed skills, and worked with interest groups.

During the reading period, each student read independently, worked on individualized projects to reinforce and develop reading skills, prepared for a conference, and worked on follow-up reading activities.

The reading period was a time of productivity during which each child in the class was busy learning to read and practicing reading skills. Each child selected his own activities, and he was never under pressure to complete a particular project at the same time as other learners.

Introduction of Students to the Program

At the beginning of the year, several weeks were spent in introducing children to the Mainstreamed Reading Program. This occurred through discussion, becoming acquainted with materials and where they were located, learn-

ing the procedures, and practice.

Children had to learn where materials were located in the classroom in order that they might obtain what they needed during the reading period without interrupting a conference or skill group. Materials were placed where they were easily accessible to the children and were stored in a manner designed to keep spills and drops to a minimum.

Children learned to select some of the books and stories that they were going to read. Each child received a basal reader selected by teacher, and based upon the teacher's knowledge of the child's assessed reading ability at the end of the 1976-77 school year.

The child selected the sequence in which he wished to read the selections in the reader, and he did not need to read every selection. The student received guidance from the teacher in determining which selections seemed to be of interest.

Also, since the children were doing a great deal of reading in trade books, they were instructed in how to select a book that was written at a level that they were able to read without frustration. The teachers were instructed to allow for some error in this area at the beginning of the year. Children were taught to read a paragraph or a page, and, if they discovered three to five words that were unfamiliar, to select another book.

The students needed to become acquainted with the many ways of reporting on books and stories. The teachers discussed these with the children at the beginning of the year, and would then suggest a few ideas during conferences and group instruction. The following list, or parts of it, was posted in each classroom as a reference for the students. As the Mainstreamed Reading Program became established, the students often added to this list.

Ways to Tell About Books and Stories

1. Read aloud an interesting part.
2. Read aloud a humorous incident.
3. Write an opinion of the book for the bulletin board.
4. Write a short biography of the author.
5. Write a letter to the author.
6. Write a letter to a friend telling about the book.
7. Dramatize.
8. Pantomime.
9. Create a puppet show.
10. Make a poster "selling" the book.
11. Make a jacket for the book.
12. Create a diorama of a scene from the book.
13. Make a scrapbook of illustrations from the book.
14. Create a model of an object in the story.
15. Draw a picture of an exciting event.

Each child had a reading folder in which was kept:

- (1) the child's record of his reading (see appendix A);
- (2) worksheets from skill groups or conferences; (3) materials to bring to the next conference; and, (4) work-in-progress. The children were provided much practice in

learning to keep accurate records; time was provided for this at the start of the year.

Daily Reading Activities

At the start of each daily reading period, the teacher made sure that each child knew what to do during that period. The teacher listed on the chalkboard the names of the children who were to have conferences during the period; the first child on the list would go to the conference area with his reading folder and the book that he was currently reading. The second child on the list went to the "on-deck" or waiting area with his material and read quietly until it was his turn for a conference. When the first conference was finished, that child would erase his name from the list and return to his work area. The second child went to the conference area and the third to the "on-deck" chair. This procedure was followed until the conferences were completed. Each child had at least two conferences per week. Later in the year, when the children had become very familiar with the program, they signed up for conferences rather than having the teacher assign them.

During this time, the children who did not have a conference or were not sitting in the "on-deck" chair were involved in reading and reading-related activities. They were reading silently; working on independent learning activities; preparing a follow-up activity for a book or story they had finished; or selecting the next book or

story to be read. Some children were working alone, some with partners, and some in small groups. During this period, if a child "needed help" with a word he could not decode he could ask another child, or make a note of the word and ask the teacher later. If he found himself stymied in an activity and was unable to progress without the teacher's help, he was instructed to put that activity aside and work on another until the teacher was available. If he completed all the activities in his folder, he selected a trade book to read.

When the conferences were completed for the period, the teacher called together skill groups and interest groups. Skill groups were formed based upon the teacher's record of the specific behavioral objectives on which the child needed to work. A class record of objectives (see appendix B) was maintained and was used to form the skill groups. The teacher instructed the group in the needed skill while the rest of the children continued their work. Groups were also created based upon topics of interest to the children; they often resulted from the request of a child, or from a group of children who were reading material on the same topic (animal stories, mysteries, biography, etc.), or who were working on a project (preparing a puppet show, working on a class newspaper, selecting books for the class library, etc.), or who were interested in discussing and exploring a particular trade book, a specific story in

a basal reader, or stories by a certain author. There were one or two such groups held during each reading period.

The Conference

A pupil-teacher conference generally lasted from 5 to 10 minutes. During this time, the teacher asked the student to read a passage aloud and checked the child's oral reading on the Oral Reading Checklist (see appendix C). The teacher checked comprehension by asking several questions (see appendix D) about the book or story.

Skill development was emphasized during the conference through using questions related to the reading skills (see appendix E). The child's progress in developing the reading skills was recorded by the teacher on the Reading Skills Checklists (see appendix F) that were provided for each grade level. The teacher then recommended independent learning activities coded to the class record of objectives (see appendix G); this assisted the teacher and the child in setting individualized goals and in planning for their implementation. These objectives, instructional strategies, and independent learning activities, along with the record forms and questions, were put into booklet form to aid the teacher (see appendices).

The final part of the conference consisted of the pupil presenting the follow-up activity or report that he had completed on a book or story. This was followed by a short discussion of future activities.

The teacher kept a folder containing the Oral Reading Checklist, the Reading Skills Checklist, and a Conference Record for each child (see appendices C, F and H).

During the conference, the teacher, sat next to the student in as non-threatening a situation as possible. Every attempt was made to insure that the student viewed the conference activity as pleasant and worthwhile.

Classroom Management

The classrooms were organized in as functional a way as possible. Places for quiet reading were established. Pillows, a rug, a soft chair, or a rocking chair often helped to create a comfortable area that attracted children to reading. Places for small group work were placed away from the quiet reading areas. The students were provided bulletin board and table space to display their creative endeavors.

Formative Evaluation

The project's panel met monthly throughout the 1977-78 school year to review the progress of the children in the experimental classes and to revise the educational plans and strategies for each child. These meetings often resulted in modifications of strategies and plans. Teachers shared their successes and were aided by their peers in areas in which they were encountering difficulty.

Summative Evaluation

During May and June of 1978, the results of the formative evaluation were examined, and standardized reading tests were administered to the students in the experimental classes. In addition, teachers were asked to complete a post measure on student self-concept. The results of this evaluation were provided to the project panel and became the basis for minor modification in the program.

In a section to follow, five data sources will present a myriad of evidence indicating the summative success of this reading program during the 1977-78 practicum phase.

EMPIRICAL EVALUATION DATA

In this section of the report, empirical data in support of the practicum's success will be presented. First (objective 1 -- terminal and process), upward trends in reading growth of children participating in the program will be reported through standardized tests and academic success. Second (objective 2 -- terminal and process), changes in the degrees of frustration levels of children participating in the practicum will be reported. Third (objective 3 -- process a and b), a summary of the observers' ratings of the mock-teaching demonstrations, presented by teachers who attended the 10 one hour training sessions in the new mainstreamed reading methodologies, will be given. Fourth (objective 4 -- process a and b), the child psychologist's assessment of each teacher's handling of a classroom situation involving each of the "frustration" concepts, will be synopsized. Lastly (objective 5 -- process a and b), the overriding success of the practicum was measured in terms of pupil performance. Data will be presented that will indicate the number of reading objectives that students were able to accomplish, as well as the degree of reading success as measured by a standardized test.

Growth in Reading Levels (Objective One -- Terminal and Process)

As indicated in all the Tables, the mainstreamed pupils experienced higher achievement in reading as a result of the teacher using the program guide. All pupils profited through this experience.

Change in Frustration Levels (Objective Two --Terminal and Process)

Seven items on the Inferred Self Concept Scale, by E. L.

McDaniel, Ph.D., Western Psychological Services, served as the operational definition of "frustration". They also served as the objective criteria for determining the extent to which objective-2 was reached.

These items, with their related frustration concept, are:

1. Discouragement--Is easily discouraged. For example, student ceases activity when minor failure or mishap occurs.
2. Unsociability--Appears unsociable. For example, student plays and works alone. He may leave setting or activity when others join him.
3. Crying--Cries easily. For example, student "puckers up" or tears come to his eyes when he has a mishap, failure, or difficulty with activity (work or play) or with interpersonal relationships.
4. Fear of Teacher--Seems afraid of teacher. For example, student never disagrees with teacher. He does not voluntarily speak up or perform, and seems to withdraw physically from any contact with teacher.
5. Giving Up--Gives up easily. For example, student meets difficulty or mishap with work or play by ceasing activity.
6. Oversensitivity--Is "oversensitive". For example, student may cry or withdraw or become silent when his statements or actions are questioned.
7. Withdrawing--Is withdrawing. For example, student does not play and/or work with peers.

At the end of the 1976-77 academic year, and again at the end of the 1977-78 academic year, classroom teachers recorded the degree to which they felt that each practicum participant possessed each of these frustration traits. If it was felt that a student never showed a particular frustration trait, then the teacher would record a "5"; if the student seldom showed a particular trait, then the teacher would record a "4"; if sometimes a "3"; if usually; then a "2"; and, if always, then a "1" was recorded. Tables 1 through 4 summarize the results.

TABLE 2

Average Reduction in Frustration Levels of Grade Two Practicum
Participants as Measured by Seven Selected Items on
the Inferred Self Concept Scale

ASSESSMENTS OF STUDENTS												
Frustration Trait	All (N=22)				Special Needs (N=8)				Non Special Needs (N=14)			
	Mean June-77	Mean June-78	Mean Gain*	t Ratio	Mean June-77	Mean June-78	Mean Gain*	t Ratio	Mean June-77	Mean June-78	Mean Gain*	t Ratio
Discouragement	2.3	4.1	1.8	7.3**	2.1	4.0	1.9	8.8**	2.6	4.2	1.6	8.1**
Unsociability	3.1	3.5	0.4	1.8	2.9	3.5	0.6	2.3	3.2	3.5	0.3	1.9
Crying	4.2	4.4	0.2	0.9	4.0	4.3	0.3	1.7	4.4	4.4	0.0	0.0
Fear of Teacher	3.0	3.8	0.8	5.6**	2.8	3.6	0.8	5.3**	3.3	3.9	0.6	4.2**
Giving Up	2.8	4.4	1.6	9.0**	2.6	4.2	1.6	10.1**	3.0	4.6	1.6	8.7**
Oversensitivity	3.4	3.6	0.2	1.7	3.4	3.4	0.0	0.0	3.4	3.8	0.4	2.0
Withdrawing	3.3	3.5	0.2	1.6	3.1	3.7	0.6	4.8**	3.3	3.3	0.0	0.0

* A "mean gain" indicates an average "reduction" in frustration.

**t ratio is statistically significant beyond the .05 level of probability.

TABLE 3

Average Reduction in Frustration Levels of Grade Three Practicum
Participants as Measured by Seven Selected Items on
the Inferred Self Concept Scale

Frustration Trait	ASSESSMENTS OF STUDENTS											
	Mean June-77	All (N=21) Mean June-78	Mean Gain*	t Ratio	Mean June-77	Special Needs (N=7) Mean June-78	Mean Gain*	t Ratio	Mean June-77	Non Special Needs (N=14) Mean June-78	Mean Gain*	t Ratio
Discouragement	2.2	4.2	2.0	9.6**	2.0	3.9	1.9	8.5**	2.5	4.4	1.9	10.3**
Unsociability	3.5	3.8	0.3	1.9	3.4	3.8	0.4	2.2	3.6	3.8	0.2	1.0
Crying	4.4	4.6	0.2	1.5	4.2	4.5	0.3	0.8	4.6	4.6	0.0	0.0
Fear of Teacher	2.9	4.0	1.1	7.0**	2.8	4.1	1.3	8.6**	3.0	4.0	1.0	6.9**
Giving Up	2.9	4.1	1.2	9.2**	2.8	4.2	1.4	11.7**	2.9	4.0	1.1	9.9**
Oversensitivity	3.2	3.4	0.2	1.8	3.0	3.3	0.3	2.3	3.4	3.5	0.1	0.7
Withdrawing	3.1	3.6	0.5	2.1	3.0	3.8	0.8	5.7**	3.1	3.5	0.4	1.3

* A "Mean gain" indicates an average "reduction" in frustration.

** t ratio is statistically significant beyond the .05 level of probability.

TABLE 4

Average Reduction in Frustration Levels of Grade Four Practicum
Participants as Measured by Seven Selected Items on
the Inferred Self Concept Scale

ASSESSMENTS OF STUDENTS												
Frustration Trait	All (N=21)				Special Needs (N=6)				Non Special Needs (N=15)			
	Mean June-77	Mean June-78	Mean Gain*	t Ratio	Mean June-77	Mean June-78	Mean Gain*	t Ratio	Mean June-77	Mean June-78	Mean Gain*	t Ratio
Discouragement	2.5	4.3	1.8	13.6**	2.3	4.3	2.0	11.0**	2.7	4.3	1.6	10.3**
Unsociability	3.8	4.1	0.3	1.4	3.6	4.0	0.4	1.1	3.8	4.1	0.3	1.2
Crying	4.5	4.7	0.2	2.0	4.3	4.7	0.4	2.4	4.5	4.7	0.2	1.7
Fear of Teacher	3.2	4.4	1.2	9.8**	3.0	4.5	1.5	9.8**	3.3	4.4	1.1	9.0**
Giving Up	2.8	4.0	1.2	10.6**	2.8	4.1	1.3	10.0**	2.8	4.0	1.2	10.1**
Oversensitivity	3.5	3.8	0.3	1.9	3.3	3.7	0.4	2.5	3.7	3.9	0.2	0.8
Withdrawing	3.3	3.6	0.3	1.5	3.0	4.0	1.0	8.0**	3.4	3.4	0.0	0.0

* A "mean gain" indicates an average "reduction" in frustration.

** t ratio is statistically significant beyond the .05 level of probability.

TABLE 5

Number and Percent of Students Who Were Able to Reduce Their Level of Frustration on Each of the Seven Selected Traits on the Inferred Self Concept Scale

Frustration Trait	GRADE TWO			GRADE THREE			GRADE FOUR		
	All (N=22)	Special Needs (N=8)	Non Special Needs (N=14)	All (N=21)	Special Needs (N=7)	Non Special Needs (N=14)	All (N=21)	Special Needs (N=6)	Non Special Needs (N=15)
Discouragement	20 [*] (91) ^{**}	8 (100)	12 (86)	18 (86)	6 (86)	12 (86)	17 (81)	6 (100)	11 (73)
Unsociability	11 (50)	5 (63)	6 (43)	12 (57)	5 (71)	7 (50)	8 (38)	4 (67)	4 (27)
Crying	10 (45)	4 (50)	6 (43)	7 (33)	3 (43)	4 (29)	4 (19)	2 (33)	2 (13)
Fear of Teacher	17 (77)	7 (88)	10 (71)	17 (81)	6 (86)	11 (79)	18 (86)	5 (83)	13 (87)
Giving Up	18 (82)	8 (100)	10 (71)	19 (90)	6 (86)	13 (93)	18 (86)	6 (100)	12 (80)
Oversensitivity	9 (41)	4 (50)	5 (36)	11 (52)	4 (57)	7 (50)	12 (57)	4 (67)	8 (53)
Withdrawing	12 (55)	7 (88)	5 (36)	12 (57)	6 (86)	6 (43)	13 (62)	5 (83)	8 (53)

* Figure not in parentheses represents actual number of students who were able to reduce their frustration as measured by this particular trait.

** Figure in parentheses represents % of students.

The results presented in Tables 2 through 5 indicate that, in general, frustration levels of students participating in the practicum were lowered. At each of the three grade levels, the average child-special needs and non-special needs--in June 1978, was seen to be significantly less discouraged, less afraid of his teacher and less apt to give up, than he was in June of 1977. Also, at each grade level, the average mainstreamed special needs' student was significantly less withdrawn at the practicum's end.

Observers' Ratings of Teaching Demonstrations (Objective Three -- Process a and b)

Ten hours of training sessions were conducted for teachers in order to assist them in implementing the practicum's newly developed strategies for teaching reading to the mainstreamed students of grades 2 through 4. Ten teachers attended these sessions. In order to gain insight into the success of these sessions each teacher was asked to prepare and present a 20-minute mock-teaching demonstration using those particular methodologies that proved to be most difficult for her during the training sessions. Thus, the training sessions were evaluated indirectly; that is, their success was considered to be directly proportional to the success that the teachers experienced in carrying out a lesson based upon the strategies presented during the training periods.

Each teacher's mock-teaching demonstration was observed by the practicum director, the school reading specialist and one other classroom teacher. These observers were asked to rate each teacher's performance as: (1) exceptional; (2) excellent; (3) satisfactory; (4) barely adequate; or (5) unsatisfactory. Table 6 summarizes these ratings. The 30 separate ratings reported in Table 6 find that 16 demonstrations were judged to be exceptional, 11 excellent, two satisfactory, one barely adequate, and none were unsatisfactory. The fact that 27 of the 30 ratings were in the exceptional or excellent category certainly attests to the positive influence that the training sessions had.

TABLE 6

Indirect Evaluation of Training Sessions as
Adjudged by the Independent Ratings of
10 Mock Teaching Demonstrations by
Three Professional Observers

<u>Number of Observers Who Rated Each Teacher in Each Category</u>					
Teacher	Excep- tional	Excel- lent	Satis- factory	Barely Adequate	Unsatis- factory
*1	2	1			
2	3				
3		2	1		
4		1	1	1	
5	3				
*6	2	1			
7	1	2			
*8	3				
9	2	1			
10		3			

*These were the classroom teachers who taught Reading to the Practicum participants during the 1977-78 academic year.

Child Psychologist's Assessment of Each Teacher's Handling of Frustration Concepts (Objective Four -- Process a and b)

The same 10 teachers who attended the 10 training sessions on teaching strategies relating to the newly developed mainstreamed reading program, also attended the three training sessions specifically devoted to the handling of children's frustrations. The Inferred Self Concept Scale ratings of the practicum's students--reported in preceding paragraphs--served as an empirical measure of the success of the three sessions. In addition, however, each of the 10 teachers was required to submit, in writing, one ideal approach to handling a child who had been identified as being frustrated due to each of the previously mentioned frustration traits. Thus, seven different solutions were presented by each teacher. The child psychologist, in turn, critiqued each of the 70 presentations. Although each of the critiques were subjective in nature, a general rating of each presentation was recorded by the psychologist. Table 7 summarizes these ratings. It can be seen from this table that the three training sessions were, in the opinion of the child psychologist, very successful.

Pupil Performance in Reading (All Objectives-- Terminal and Process)

The academic success of the mainstreamed reading program was assessed objectively in two ways. First, the extent to which the 100 behavioral reading objectives--

specially established for this program--were mastered by each participating student was determined. Second, standardized achievement test results in vocabulary, reading comprehension and word study skills were examined.

TABLE 7

Ratings by the Child Psychologist on Each of the Seven Presentations Associated with the Seven Inferred Self Concept Scale's Frustration Traits, Submitted by the 10 Participating Teachers

Code: The Teacher's Solution for Handling the Particular Frustration Trait Was:

- 3 - Most Realistic
- 2 - Realistic with Few Exceptions
- 1 - Minimally Acceptable
- 0 - Not Acceptable

Teacher	Discour- agement	Unsocia- bility	Cry- ing	Fear of Teacher	Giving Up	Oversen- sitivity	With- drawing
*1	3	3	2	3	3	2	3
2	2	2	1	3	2	2	2
3	3	2	3	2	3	2	3
4	2	2	2	3	3	2	3
5	3	3	2	3	3	2	2
*6	3	3	2	3	3	3	3
7	3	3	3	3	3	2	2
*8	3	2	2	3	3	3	3
9	3	3	1	3	2	2	2
10	2	2	2	3	3	2	3

*These were the teachers who instructed the practicum students in reading during the 1977-78 academic year.

Reading Objectives--The previous section of this report, as well as appendix G, have delineated 100 instructional objectives in second, third and fourth grade reading that were developed to deal with the special problems associated with teaching reading to combined groups of special needs' and non special needs' students. Tables 8 through 10 present clear evidence that students were able to master a large number of reading objectives while attending classes that had been mainstreamed in accordance with the 766 law.

Criterion-referenced testing techniques were applied in order to determine the mastery level of each student on each objective. This was done immediately prior to the practicum's implementation in September of 1977, and again in June of 1978. Table 8 shows that the average second grade participant was able to increase his number of mastered objectives by 25; i.e., he mastered eight more reading objectives in grade two than he was able to master during his previous year in grade one. Table 9 indicates that the 31 objectives mastered by the average grade three participant--special needs and non-special needs--were six more objectives than the average third grader had mastered prior to that time. In Table 10, it can be seen that grade four participants were able to master more than two-thirds as many reading objectives, in one year, than they were able to master prior to entering the fourth grade.

TABLE 8

Number and Percent of the 100 Reading Objectives Mastered by
Grade Two Students before and after the
1977-78 Practicum (N=22)

Student	Number and % of Objectives Mastered									
	Prior to Practicum					End of Practicum				
	Vocab. (13)	Word Attack (50)	Comp. (30)	Oral Read. (7)	Total (100)	Vocab. (13)	Word Attack (50)	Comp. (30)	Oral Read. (7)	Total (100)
1	4	14	0	3	21	10	28	15	4	57
2	7	11	2	1	21	9	30	16	2	56
*3	1	2	1	0	4	6	15	10	1	32
4	4	8	2	1	15	7	20	10	1	38
5	3	18	5	2	28	8	31	16	2	57
6	3	12	3	5	23	7	25	14	5	51
7	5	9	1	1	16	7	17	9	2	35
8	8	20	2	3	33	11	33	17	3	64
*9	3	4	0	0	7	6	13	10	1	30
*10	3	4	0	0	7	6	15	11	0	32
*11	0	1	0	0	1	7	10	10	0	27
*12	0	3	0	0	3	5	14	12	0	31
13	8	16	4	4	32	10	21	15	4	50
14	4	10	2	2	18	7	18	12	2	39
15	3	13	1	2	19	6	20	13	2	42
16	5	19	2	2	28	11	29	16	3	59
*17	0	0	0	0	0	5	6	7	0	18
18	3	9	2	4	18	5	11	11	4	31
19	5	21	4	3	33	11	36	16	3	66
*20	1	3	0	0	4	5	10	11	0	26
*21	4	7	1	2	14	7	12	13	2	34
22	4	23	4	5	36	8	30	18	5	61
Total No. of Objectives Attained					381					936
**Mean No of Objectives Attained					17.3					42.5

* Indicates "special needs" students.

** The average grade two student mastered 25.2 (42.5-17.3) reading objectives during the course of the practicum.

TABLE 9

Number and Percent of the 100 Reading Objectives Mastered by
Grade Three Students before and after the
1977-78 Practicum (N=21)

Student	Number and % of Objectives Mastered									
	Prior to Practicum					End of Practicum				
	Vocab. (13)	Word Attack (50)	Comp. (30)	Oral Read. (7)	Total (100)	Vocab. (13)	Word Attack (50)	Comp. (30)	Oral Read. (7)	Total (100)
*1	2	4	1	0	7	7	19	14	0	40
*2	4	10	3	1	18	8	20	15	0	43
3	12	25	10	3	50	12	36	25	4	77
*4	2	11	2	1	16	6	20	17	1	44
5	6	16	7	2	31	11	24	20	2	57
6	4	14	6	1	25	11	23	18	2	54
7	5	17	4	1	27	9	27	20	1	57
8	8	22	10	1	41	10	32	28	2	72
*9	3	4	1	1	9	5	13	13	1	32
10	4	8	3	1	16	9	20	25	1	55
*11	2	2	1	0	5	5	15	14	0	34
12	9	29	9	1	48	12	40	24	2	78
13	6	17	6	2	31	10	30	27	3	70
14	4	10	4	2	20	9	26	21	2	58
15	4	6	4	1	15	8	21	16	1	46
*16	2	5	2	0	9	6	16	15	0	37
17	12	29	9	3	53	13	41	26	3	83
18	6	22	10	1	39	8	30	22	2	62
*19	2	6	1	0	9	5	19	17	0	41
20	7	21	10	3	41	12	35	25	3	75
21	4	12	5	1	22	9	21	26	2	58
Total No. of Objectives Attained					532					1173
**Mean No. of Objectives Attained					25.3					55.9

* Indicates "special needs" students.

** The average grade three student mastered 30.6 (55.9-25.3) reading objectives during the course of the practicum.

TABLE 10

Number and Percent of the 100 Reading Objectives Mastered by
Grade Four Students before and after the
1977-78 Practicum (N=21)

Student	Number and % of Objectives Mastered									
	Prior to Practicum					End of Practicum				
	Vocab. (13)	Word Attack (50)	Comp. (30)	Oral Read. (7)	Total (100)	Vocab. (13)	Word Attack (50)	Comp. (30)	Oral Read. (7)	Total (100)
1	13	48	10	4	75	13	50	28	6	97
2	10	28	5	1	44	13	42	24	6	87
*3	5	8	3	1	17	7	30	20	5	62
4	13	35	20	5	73	13	47	29	6	85
5	12	34	16	3	65	13	45	26	6	90
6	7	24	13	3	47	11	39	25	5	80
*7	5	8	4	1	18	8	30	21	3	62
8	6	16	5	4	31	9	37	20	4	70
9	10	21	11	4	46	13	40	26	5	84
10	13	45	23	4	85	13	50	30	7	100
*11	3	4	1	0	8	7	29	20	2	58
*12	3	9	4	3	19	8	33	24	5	70
13	9	24	9	5	47	12	40	25	6	83
14	12	31	16	2	61	13	46	30	6	95
15	7	25	10	4	46	11	40	27	5	83
*16	2	5	2	1	10	6	27	17	2	52
17	13	44	26	5	13	13	50	30	6	99
18	7	17	10	3	37	10	37	25	5	77
*19	15	3	7	2	3	5	17	17	3	42
20	13	42	20	5	13	13	49	28	6	96
21	8	26	8	3	45	12	40	26	6	84
Total No. of Objectives Attained					957					1156
**Mean No. of Objectives Attained					45.6					78.9

* Indicates "special needs" students.

** The average grade four student mastered 33.3 (78.9-45.6) reading objectives during the course of the practicum.

Inspection of Tables 8, 9 and 10 further indicates that the attained objectives were proportionally distributed among special needs' and non-special needs' students at all grade levels.

In sum, the data in these three tables clearly show that the newly developed reading program was able to integrate special needs' and non-special needs' students, while improving the reading skills of both.

Standardized Test Results--The final measure of the success of the mainstreamed reading program was attained through analysis of student gains in the reading related subtests (vocabulary, reading comprehension and word study skills) of the Stanford Achievement Test (1973). Tables 11 through 13 present these results for each of the three participating grades. It can be noted that all gains were statistically significant beyond the .01 level of probability.

Table 11 indicates that the average grade two student gained 12 months in vocabulary, reading comprehension and word study skills during the nine month period that elapsed between pre and post testing. Further, 19 of the 22 (86%) students were able to gain one month or more in vocabulary for every month in the program; this included six of the eight special needs' students. Twenty of the 22 (91%) second graders gained a month or more in reading comprehension for each month of instruction--including seven of

the eight special needs' children. In word study skills, 17 of 22 (77%) equalled or surpassed the one month GE gain for every month of program participation--including six of the eight special needs' pupils.

When these second grade results were compared to these same pupils' 1976-77 Stanford Achievement Test scores, it was found that, during their grade one reading program, no special needs' students and about one-half of the non-special needs' students were able to attain the equivalent of one month GE gain for each month of instruction. This "previous year" comparison was also true of third and fourth grade participants in the mainstreamed reading program.

Table 11 summarizes the grade three Stanford Achievement Test results. During a nine month period, participants were able to gain, on the average, 11 months in vocabulary and reading comprehension, and 12 months in word study skills. Eighteen of the 21 (86%) third grade pupils were able to gain a minimum of one month in vocabulary for each month of instruction--including six of the seven special needs' students. In reading comprehension, 20 of 21 (95%) recorded such a minimum gain--including six of the seven special needs' children. In third grade word study skills, 17 of 21 (81%) students and 5 of 7 special needs' students gained at least one GE for each month in the program.

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TABLE 11

Pre and Post Results on the Primary I Battery (Form A) of the
Stanford Achievement Test (1973) For Grade Two Students
 Participating in the Practicum during the
 1977-78 Academic Year (N=22)

Subtest	Mean Pre Test				Mean Post Test				Mean Pre-Post Gain				t Ratio for Significance**
	Raw Score	Scaled Score	%ile Rank	GE	Raw Score	Scaled Score	%ile Rank	GE	Raw Score	Scaled Score	%ile Rank	GE*	
Vocab- ulary	23	112	36	1.8	30	131	48	3.0	7	19	12	1.2	9.6
Reading	51	114	32	1.7	81	131	48	2.9	30	17	16	1.2	8.8
Word Study Skills	40	97	30	1.7	55	127	50	2.9	15	30	20	1.2	12.0

* "Grade Equivalent Gain" (GE) may be converted to "months gain" by moving decimal point one place to right. For example, a .5 GE gain = a 5 month gain, and a 1.0 GE gain = a 10 month gain.

** t ratios indicate that each mean scaled score gain was statistically significant beyond the .05 level of probability.

Note (a): Approximately 9 months elapsed between pre and post testing.

- (b): 19 of the 22 students (86%) equalled or surpassed a one month GE gain in Vocabulary for every month of instruction. This included 6 of the 8 special needs students and 13 of the 14 non-special needs students.
- (c): 20 of the 22 students (91%) equalled or surpassed a one month GE gain in Reading for every month of instruction. This includes 7 of the 8 special needs students and 13 of the 14 non-special needs students.
- (d): 17 of the 22 students (77%) equalled or surpassed a one month GE gain in Word Study Skills for every month of instruction. This includes 6 of the 8 special needs students and 11 of the non-special needs students.

TABLE 12

Pre and Post Results on the Primary II Battery (Form B) of the
Stanford Achievement Test (1973) For Grade Three Students
 Participating in the Practicum during the
 1977-78 Academic Year (N=21)

Subtest	Mean Pre Test				Mean Post Test				Mean Pre-Post Gain				t Ratio for Significance**
	Raw Score	Scaled Score	%ile Rank	GE	Raw Score	Scaled Score	%ile Rank	GE	Raw Score	Scaled Score	%ile Rank	GE*	
Vocab- ulary	24	132	46	3.0	29	143	50	4.1	5	11	4	1.1	6.9
Reading	70	131	46	2.9	85	143	56	4.0	15	12	10	1.1	8.3
Word Study Skills	45	127	48	2.8	55	142	48	4.0	11	15	0	1.2	10.7

* "Grade Equivalent Gain" (GE) may be converted to "months gain" by moving decimal point one place to right. For example, a .5 GE gain = a 5 month gain, and a 1.0 GE gain = a 10 month gain.

** t ratios indicate that each mean scaled score gain was statistically significant beyond the .05 level of probability.

Note (a): Approximately 9 months elapsed between pre and post testing.

- (b): 18 of the 21 students (86%) equalled or surpassed a one month GE gain in Vocabulary for every month of instruction. This includes 6 of the 7 special needs students and 12 of the 14 non-special needs students.
- (c): 20 of the 21 students (95%) equalled or surpassed a one month GE gain in Reading for every month of instruction. This includes 6 of the 7 special needs students and 14 of the 14 non-special needs students.
- (d): 17 of the 21 students (81%) equalled or surpassed a one month GE gain in Word Study Skills for every month of instruction. This includes 5 of the 7 special needs students and 12 of the 14 non-special needs students.

TABLE 13

Pre and Post Results on the Primary III Battery (Form A) of the
Stanford Achievement Test (1973) For Grade Two Students
 Participating in the Practicum during the
 1977-78 Academic Year (N=21)

Subtest	Mean Pre Test				Mean Post Test				Mean Pre-Post Gain				t Ratio for Significance**
	Raw Score	Scaled Score	%ile Rank	GE	Raw Score	Scaled Score	%ile Rank	GE	Raw Score	Scaled Score	%ile Rank	GE*	
Vocab- ulary	26	142	38	3.8	33	154	50	4.9	7	12	12	1.1	5.8
Reading	45	140	42	3.7	58	154	50	4.9	13	14	8	1.2	7.7
Word Study Skills	34	140	48	3.8	42	151	50	5.1	8	13	2	1.3	7.5

* "Grade Equivalent Gain" (GE) may be converted to "months gain" by moving decimal one place to right. For example, a .5 GE gain = a 5 month gain, and a 1.0 GE gain = a 10 month gain.

** t ratios indicate that each mean scaled score gain was statistically significant beyond the .05 level of probability.

Note (a): Approximately 9 months elapsed between pre and post testing.

- (b): 20 of the 21 students (95%) equalled or surpassed a one month GE gain in Vocabulary for every month of instruction. This includes 5 of the 6 special needs students and 15 of the 15 non-special needs students.
- (c): 20 of the 21 students (95%) equalled or surpassed a one month GE gain in Reading for every month of instruction. This includes 5 of the 6 special needs students and 15 of the 15 non-special needs students.
- (d): 18 of the 21 students (86%) equalled or surpassed a one month GE gain in Word Study Skills for every month of instruction. This includes 4 of the 6 special needs students and 14 of the 15 non-special needs students.

In Table 13, grade four results indicate that 11, 12 and 13 month GE gains were attained in vocabulary, reading comprehension and word study skills, respectively. In vocabulary, and in reading comprehension, 20 of the 21 (95%) students equalled or surpassed a one month GE gain for every month of instruction; this included 5 of the six special needs' students. Word study skills' results showed that 18 of the 21 (86%) participants gained one month or more for each month that they participated in the new mainstreamed reading program, with four of the six special needs' students reaching this goal.

Data Summary

Five separate sources of data have attested to the successful pilot testing of the practicum's program. Results from self-concept scales, two sets of observations of training sessions, criterion-referenced testing on reading objectives, and standardized tests have combined to present credible evidence of the merits of such a program.

SUMMARY

Massachusetts legislation has established the requirement that public schools include provisions for the instruction of children of greatly varied academic abilities in the same classroom. All but children with severe learning disabilities must be instructed in the same educational setting as children who are usually labeled as "average". Schools must modify their classroom techniques in order to insure both the "average" child and the "learning disabled" child maximum opportunity to achieve at a level that either group could be expected to achieve in its own homogeneous classroom.

This practicum has developed and tested methodologies for implementing such integrated education at grades 2, 3 and 4 in the specific discipline of reading. As prior sections of this report have documented, the mainstreamed reading program has proven to be successful. The important implications of this success are that:

1. All of the Bentley School's second, third and fourth grades now have a proven reading program that not only insures compliance with the law, but also insures each student the opportunity to succeed commensurately with his ability.
2. The Salem Public Schools are now considering the initiation of this mainstreamed reading program in all of its elementary schools.

3. General strategies and procedures for developing such reading programs for mainstreamed classrooms in any school system, and at any grade level have been presented.
4. Techniques for modifying programs in any academic discipline to the mold of the mainstreamed classroom have been suggested.
5. Mainstreamed classroom students can experience more academic success in reading than had previously been determined.
6. Mainstreamed classroom students can experience less "frustration" than had previously been determined.

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Development of Instructional Strategies
in Reading in the Mainstreamed Elementary
School Classroom

Appendices A Through G

by Janice Hurwitz

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INTRODUCTION

The Bentley School located in the "Willows" is a grades K through 4 elementary school. It is largely populated by children with severe emotional and discipline problems. Moreover, several children have learning disabilities. Hence, the Bentley School is a natural site for a practicum that emphasizes teaching strategies for the integrated (or mainstreamed) classroom.

The Mainstreamed Reading Program is an individualized reading program based upon the use of basal readers, trade books, individual reading plans for each student, individual pupil-teacher conferences and skill development groups. The Mainstreamed Reading Program includes the following elements traditionally associated with an individualized reading program:

1. The meeting of individual differences, purposes and interests through individual pupil-teacher conferences.
2. Group instruction based on developmental skill needs and interests for specific purposes.
3. Self-pacing of learning.
4. Self-selection of a part of the instructional material.

The purpose of the Mainstreamed Reading Program is to permit the optimal continuous progression of learning for all of the children in the mainstreamed classes. The program has been designed to permit each learner to develop reading skills at his own rate and level of learning as well as in his own learning style. The program is designed

to utilize the expertise of the teacher in a manner beneficial to the learning of every student.

Reading Materials

Each classroom has a wide variety of reading materials located within the classroom, including: basal readers at several levels; a minimum of 100 trade books; reference works; magazines; and newspapers.

Each mainstreamed classroom has multiple copies of basal readers, including texts above and below grade level. The basal readers in the classrooms are:

Second Grade

Lippincott, Basic Reading, 1975.
Books C, D, E, F, G, H

Macmillan, Macmillan Reading Program, 1974.
World of Wonder, Level 5
Lands of Pleasure, Level 7
Enchanted Gates, Level 8
Shining Bridges, Level 9
Better Than Gold, Level 10
More Than Words, Level 11

Houghton Mifflin, Houghton Mifflin Reading Series, 1976.
Honeycomb, Level E
Cloverleaf, Level F
Sunburst, Level G
Tapestry, Level H
Windchimes, Level I
Passports, Level J

Third Grade

Lippincott, Basic Reading, 1975.
Books E, F, G, H, I, J

Macmillan, Macmillan Reading Program, 1974.
Enchanted Gates, Level 8
Shining Bridges, Level 9
Better Than Gold, Level 10

More Than Words, Level 11
The Magic Word, Level 12

Houghton Mifflin, Houghton Mifflin Reading Series, 1976.

Cloverleaf, Level F
Sunburst, Level G
Tapestry, Level H
Windchimes, Level I
Passports, Level J
Medley, Level K

Fourth Grade
 Lippincott, Basic Reading, 1975.
 Books G, H, I, J, K

Macmillan, Macmillan Reading Program, 1974.

Shining Bridges, Level 9
Better Than Gold, Level 10
More Than Words, Level 11
The Magic Word, Level 12
Bold Journeys, Level 13.

Houghton Mifflin, Houghton Mifflin Reading Series, 1976.

Sunburst, Level G
Tapestry, Level H
Windchimes, Level I
Passports, Level J
Medley, Level K
Keystone, Level L

Additionally each teacher has selected at least 100 trade books from the Bentley School Library. The trade books are fiction, non-fiction, and biography. These books are of varied reading levels and selected to supplement the selections in the basal readers and to match the interests of the children.

Dictionaries, encyclopedias, and other reference works are available in each classroom.

Each class has subscriptions to the Weekly Reader and will receive fifteen copies; five at grade level, five above, and five below. Each class has subscriptions to three children's magazines.

The Reading Period

The reading period is a daily minimum of 120 minutes in the second grade, 90 minutes in the third grade, and 75 minutes in the fourth grade. The time may be divided between morning and afternoon sessions.

During the reading period the teacher will hold individual conferences, instruct small groups in needed skills, and work with interest groups.

The student, during the reading period will read independently, work on independent learning activities to reinforce and develop reading skills, prepare for a conference, and work on follow-up activities for his reading.

The reading period is a time of productive activity during which each child in the class is busy learning to read and practicing reading skills. Each child is actively involved in learning during this period, much of the time involved in activities he has selected himself and without the stigma of attempting to complete an activity at the same time as other learners.

Introducing Students to the Program

At the beginning of the year several weeks must be spent in introducing children to the Mainstreamed Reading Program. This will occur through discussion, becoming acquainted with materials and where they are located, learning the procedures, and practice.

Children must learn where the materials are located in the classroom in order that they may get what they need during the reading period without interrupting a conference or skill group. Materials should be placed where they are easily accessible to the children and stored in a manner designed to keep spills and drops to a minimum.

Children must learn to select some of the books and stories they are going to read. Each child will receive a basal reader selected by the teacher, based upon the teacher's knowledge of the child's reading ability from the assessment at the end of the 1976-77 school year.

The child will select the sequence in which he wishes to read the selections in the reader and need not read every selection. Therefore, the student will need guidance in determining which selections seem to be of interest.

Also, since the children will be doing a great deal of reading in trade books, they must be instructed in how to select a book written at a level that they may read without frustration. The teacher should allow for some error in this area at the beginning of the year. Children should be taught to read a paragraph or a page, and if they come across three to five unfamiliar words select another book.

The students need to become acquainted with the many ways of reporting on books and stories. The teacher should discuss these with the children at the beginning of the year

and mention a few ideas at a time during conferences and group instruction. The following list, or part of it, should be posted in the classroom as a reference for the students. When the Mainstreamed Reading Program is established, the students may wish to add to this list.

Ways to Tell About Books and Stories

1. Read aloud an interesting part.
2. Read aloud a humorous incident.
3. Write an opinion of the book for the bulletin board.
4. Write a short biography of the author.
5. Write a letter to the author.
6. Write a letter to a friend telling about the book.
7. Dramatize.
8. Pantomime.
9. Create a puppet show.
10. Make a poster "selling" the book.
11. Make a jacket for the book.
12. Draw dioramas.
13. Draw pictures in scrapbooks.
14. Make models from clay.
15. Draw pictures.

Each child will have a reading folder in which will be kept: (1) the child's record of his reading (appendix A); (2) worksheets from skill groups or conferences; (3) materials to bring to the next conference; and (4) work-in-progress. The children will need much practice in learning to keep accurate records and time should be provided for this at the start of the year.

Daily Reading Activities

At the start of each reading period the teacher will make sure that each child knows what to do during the period. The teacher will list the names of the children who are to

have conferences during the period on the chalkboard and the first child on the list will go to the conference area with his reading folder and the book he is currently reading. The second child on the list will go to the "on-deck" or waiting area with his material and read quietly until it is his turn for a conference. When the first conference is finished that child will erase his name from the list and return to his work area. The second child will go to the conference area and the third to the "on-deck" chair. This procedure is followed until the conferences are complete. A child should have at least two conferences per week. Later in the year, when the children have become very familiar with the program, they may sign up for conferences rather than have the teacher assign them.

During this time the children not having a conference or sitting in the "on-deck" chair are involved in reading and reading-related activities. They are reading silently; working on independent learning activities; preparing a follow-up activity for a book or story they have finished; or selecting the next book or story to be read. Some children will be working alone, some with partners, and some in small groups. If a child should "need help" during this period with a word he cannot decode he may ask another child or make a note of the word and ask the teacher later. If he finds himself stymied in an activity and is unable to progress without the teacher's help, he should put that activity

aside and work on another until the teacher is available. If he completes all the activities in his folder, he may select a trade book to read.

When the conferences are completed for the period, the teacher calls together skill groups and interest groups. Skill groups are formed based upon the teacher's record of the objectives the child needs to work on. A class record (appendix B) of objectives should be maintained and used to form these skill groups. The teacher instructs the group in the needed skill while the rest of the children continue their work. Interest groups are formed about topics of interest to the children and may be formed by the teacher or at the request of a child or group of children. Interest groups may be formed by grouping children who are reading material on the same topic (animal stories, mysteries, biography, etc.) who are working on a project (preparing a puppet show, working on a class newspaper, selecting books for the class library, etc.), or who are interested in discussing and exploring the trade book in a particular series or by a specific author. There will be time for one or two groups during each reading period.

The Conference

A pupil teacher conference should last from 5 to 10 minutes. During this time the teacher will ask the student to read a passage aloud and check the child's oral reading

on the Oral Reading Check List (appendix C). The teacher will check comprehension by asking several questions (appendix D) about the book or story.

Skill development may be worked on during the conference through using questions related to the reading skills (appendix E). The child's progress in developing the reading skills may be recorded by the teacher on the Reading Skills Check Lists (appendix F) provided for each grade level. The teacher will then recommend independent learning activities for the student to work on before the next conference. Objectives, instructional strategies, and independent learning activities coded to the class record of objectives will assist the teacher in setting goals and planning the learning for individuals and groups. These objectives, instructional strategies, and independent learning activities have been put in booklet form to aid the teacher (appendix G).

The final part of the conference consists of the pupil presenting the follow-up activity or report he has done on a completed book or story and a discussion of future activities.

The teacher will need to keep a folder for each child containing the Oral Reading Check List (appendix C) and the Reading Skills Check List (appendix F) as well as a Conference Record (appendix H).

During the conference the teacher should sit next to the student in as non-threatening a situation as possible. It is important that the student view the conference activity as pleasant and worthwhile.

Classroom Management

The classroom should be organized in as functional a way as possible. Places for quiet reading should be established. Pillows, a rug, a soft chair, or a rocking chair often help to create a comfortable area which will attract children to reading. Other places for small group work should be placed away from the quiet reading areas. The students will require bulletin board and table space to display their creative endeavors.

The Mainstreamed Reading Program should facilitate maximum learning for each child and provide a sense of a job well-done to both student and teacher.

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APPENDIX A
STUDENT RECORD

Name _____

Date of Conference _____

The book or story I am reading is:

The activity I am doing is:

I am working on _____ (skills)

I have these learning activities to do before my next conference.

Evaluation:

My next conference will be on _____.

MAINSTREAMED READING PROGRAM (RECORD OF OBJECTIVES)

Grade
Student
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20

81

APPENDIX C

ORAL READING CHECK LIST

- I. Word recognition, general
 - A. Inadequate sight vocabulary _____
 - B. Errors on high utility words _____
 - C. Omits: _____ whole words; final word elements _____
 - D. Inserts: _____ whole words; final word elements _____
 - E. Doesn't attempt to decode unknown words _____
 - F. Tends to guess unknown words; _____ over-relies on initial elements _____

- II. Use of context
 - A. Relies heavily on context
 1. Substitutes words of similar meaning _____
 2. Substitutes words that are grammatically correct _____
 3. Reads words correctly in context which he misreads in isolation _____
 - B. Inadequate use of context
 1. Substitutes words of similar appearance but different meaning _____
 2. Substitutes words that spoil or change meaning _____
 3. Makes errors which produce nonsense _____

- III. Decoding procedures
 - A. No method of word analysis _____
 - B. Unsuccessfully attempts to decode _____
 - C. Breaks words into syllables _____
 - D. Uses morphemic analysis:
 - inflected endings _____
 - compound words _____
 - prefixes _____
 - root words _____
 - suffixes _____
 - E. Looks for little words in big words _____
 - F. Spells _____
 - G. Attempts to sound out:
 - single letters _____
 - phonograms _____
 - syllables _____
 - H. Overrelies on configuration, size and shape _____
 - I. Attends mainly to one part of word:
 - initial _____
 - medial _____
 - final _____
 - J. Lacks flexibility in decoding _____

- IV. Possible specific decoding difficulties
- A. Visual analysis skills _____
 - B. Symbol-sound association skills: _____
 - consonants _____ blends _____ single _____
 - digraphs _____ vowels _____ final _____
 - vowel digraphs _____ short _____ silent e _____
 - diphthongs _____ long _____
 - C. Blending: _____
 - single letters into syllables _____
 - syllables into words _____
 - D. Reversal tendency _____
 - E. Letter confusions _____
- V. Comprehension
- A. Main ideas: _____
 - strength _____
 - weakness _____
 - B. Facts: _____
 - strength _____
 - weakness _____
 - C. Inferences: _____
 - strength _____
 - weakness _____
- VI. Fluency
- A. Word-by-word reading _____
 - B. Phrases poorly _____
 - C. Hesitations _____
 - D. Repetitions _____
 - E. Ignores/misinterprets punctuation: _____
 - commas _____
 - periods _____
 - question marks _____
 - other _____
 - F. Inappropriate speed: _____
 - too fast _____
 - too slow _____
 - G. Rapid and jerky _____
- VII. Use of Voice
- A. Monotone: lack of meaningful inflection _____
 - B. Enunciation generally poor _____
 - C. Slurs and runs words together _____
 - D. Sound substitutions _____
 - E. Stuttering or cluttered speech _____
 - F. Nervous or strained voice _____
 - G. Volume: _____
 - too loud _____
 - too soft _____
 - H. Pitch: _____
 - too high _____
 - too low _____
 - I. Peculiar cadence _____

VIII. Behaviors

- A. Finger pointing:
 - word-by-word
 - by lines
 - by phrases
 - line marker
- B. Head movements
- C. Tension signs
- D. Vision:
 - 1. Holds book
 - too close
 - too far away
 - at odd angle
 - 2. Covers left/right eye
 - 3. Loses place often
 - 4. Skips lines
- E. Poor concentration
- F. Poor task orientation
- G. Impulsive behavior
- H. Compulsive behavior
- I. Lack of motivation
- J. Unwillingness to try
- K. Possible emotional problems
- L. Poor posture

(Harris & Sipay, 1975)

APPENDIX D

COMPREHENSION QUESTIONS

Main Idea

Can you give me the main idea of the book in one sentence?
What was the plot of the story?
Does the setting of the story affect the plot?
Is the author writing about people living today, or people who lived a long time ago? How do you know?
Was this time element important to the story? How?
Have you read any other books that are similar to this book? How are they similar?
How does the title of the book relate to the story?
What kind of a story was this?
Describe this book with one word if you can.

Inferential and Critical Reading

Did any character in this story have to overcome a difficulty? If so, what do you think about the way he or she did it?
When you read this book, did you get any ideas which were not actually put into words?
What was this story really about?

Sequence of Story

If this story were a play, what main event would make up each act?
Look at this illustration. Describe what is happening and what happened before and after this particular incident.
Tell me the story (in part or whole).
Did the story end the way you expected it to end?
Would you like to change the ending in any way? Why?

About the Author

What is the name of the author?
Do you know anything about him or her?
If you wrote the author a letter, what would you say about his book?
Have you read any other books written by this author?
Would you now go and look for more books by this author?
Do you think the author wrote this book purely for children's enjoyment or to give children information?
Do you think the author might have children of his own?
What makes you think so?

(Veatch, 1967)

APPENDIX E
SKILL QUESTIONS

Word Meaning

Here is an unusual word. Can you tell me what it means?
Can you tell me another word that means the same or almost the same thing?
If I said (naming an antonym or homonym), would you say this word was the same or opposite in meaning?
Did you find any words that had a different meaning when you read them somewhere else? What was the difference?
Use this word in a sentence.
Can you find a word on this page that has more than one meaning? (bat, ship, walk, for example).

Study Skills

Show me the index (table of contents), title page, etc.
What thing(s) does this page tell us?
Find page(s) where such and such is described.
Did pictures help you understand this book? How?
How do you find things in the index (table of contents, title page)?
Can you locate the setting of this story?
Can you find the general topic of this story in another book? In any reference books? Other texts in other subjects?
Can you tell me the thread of the story by looking at the table of contents?
Skim this page and tell me _____.
Are there any graphs, charts, or maps which helped you?
How?

Ability to Analyze Unknown Words

Show me a word you did not know. How did you figure it out?
Here is a word that seems difficult. What is it?
How did you figure it out? (Initial letter, blend, rhyming, ending letter, vowel sounds, and general configuration.)
Let me cover up part of it. Now what do you see? Say it; now here is the whole word. Can you say it?
The word starts like _____ but rhymes with _____. Try it.
Choose a word at random:
What is the root word?
What is the prefix?
What is the suffix?
Unlock the word meaning for me by telling me what this word means with a prefix, a suffix, or both.

(Veatch, 1967)

APPENDIX F
READING SKILLS CHECK LIST
SECOND LEVEL

(Last Name) (First Name) (Age)

I. Vocabulary:

A. Word Recognition

1. Recognizes 220 Dolch Basic Sight Words (by end of year)

__ a	__ as	__ again	__ about	__ any
__ all	__ away	__ ate	__ after	__ better
__ am	__ be	__ but	__ always	__ both
__ an	__ black	__ cold	__ around	__ bring
__ and	__ brown	__ bit	__ ask	__ carry
__ are	__ by	__ fast	__ because	__ clean
__ at	__ came	__ first	__ been	__ could
__ big	__ did	__ five	__ before	__ done
__ blue	__ eat	__ fly	__ best	__ don't
__ call	__ fall	__ four	__ buy	__ draw
__ can	__ find	__ give	__ does	__ drink
__ come	__ for	__ goes	__ far	__ eight
__ do	__ from	__ going	__ found	__ every
__ down	__ get	__ got	__ full	__ hurt
__ funny	__ have	__ green	__ gave	__ know
__ go	__ her	__ had	__ grow	__ light
__ good	__ him	__ has	__ hold	__ myself
__ he	__ his	__ hot	__ how	__ never
__ help	__ if	__ its	__ just	__ own
__ here	__ into	__ long	__ keep	__ pick
__ I	__ laugh	__ made	__ kind	__ right
__ in	__ let	__ many	__ much	__ seven
__ is	__ live	__ new	__ must	__ shall
__ it	__ may	__ not	__ now	__ show
__ jump	__ my	__ of	__ off	__ their
__ like	__ no	__ open	__ once	__ them
__ little	__ old	__ or	__ only	__ then
__ look	__ on	__ our	__ round	__ there
__ make	__ one	__ please	__ sleep	__ these
__ me	__ over	__ pull	__ small	__ think
__ out	__ put	__ read	__ take	__ those
__ play	__ said	__ saw	__ tell	__ together
__ pretty	__ she	__ say	__ thank	__ use
__ ran	__ sit	__ sing	__ that	__ very
__ red	__ some	__ six	__ they	__ want
__ ride	__ stop	__ soon	__ this	__ warm
__ run	__ three	__ start	__ too	__ wash

see	today	ten	try	went
so	two	upon	under	what
the	was	us	walk	when
to	will	who	well	where
up	work	why	were	which
we	yes	wish	white	would
you	yellow	your	with	write

2. Use word form clues

- Configuration
- Visual similarity of rhyming words
(call, fall, ball)

B. Word Meaning

- Multiple meanings of words
- Synonymous meanings (jolly-happy)
- Opposites (up-down)
- Words pronounced the same (rode-road)

II. Word Analysis:

A. Phonics

- Knows consonant sounds (b, d, f, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z)
- Applies these sounds to:
 - initial position in words (let)
 - final position in words (bank)
 - medial position in words (little)
- Knows blends (br, cr, dr, fr, gr, pr, ur, st, sm, sn, sw, bl, cl, fl, gl, pl, sh, ch, wh, th)
- Knows three letter initial blends:

str	thr	spl
sch	spr	chr
- Knows word families:

ou as in out	er as in her
oi as in oil	ow as in show
ur as in fur	oy as in boy
ow as in cow	ir as in bird
ight as in right	oo as in book
aw as in straw	ind as in find
oo as in balloon	ew as in new
ing as in sing	ock as in clock
ike as in like	ack as in back
eck as in neck	
- Short vowel sounds (a, o, i, u, e)
- Long vowel sounds
- Understands function of "y" as a consonant at beginning of word (yard) and vowel (bicycle) anywhere else

9. Knows two sounds of c and g:
 - C followed by i, e or y makes s sound _____
 - C followed by a, o or u makes k sound _____
 - (examples: city, cent and cat, cot) _____
 - G followed by i, e or y makes j sound _____
 - G followed by a, o or u makes guh sound _____
 - (examples: ginger, gym and game, gun) _____
10. Knows initial consonant sound includes all consonants up to first vowel _____
11. Phonics rules:
 - a. A single vowel in a word or syllable is usually short (hat) _____
 - b. A single e at the end of a word makes the preceding vowel long (hate) _____
 - c. Final y makes the sound of long i or e _____
 - d. When there are two vowels together, the first is long and the second silent (pail, train) _____
 - e. Vowels are influenced when followed by "r" "w" and "l"
 - star _____
 - saw _____
 - all _____

B. Structural Analysis

1. Recognizes little words in bit words (many) _____
2. Recognizes compound words (barnyard) _____
3. Understands use of possessive (Mary's) _____
4. Knows contractions:

I'm _____	we're _____	it's _____	isn't _____
I've _____	you're _____	let's _____	we've _____
I'll _____	they're _____	she's _____	he's _____
don't _____	won't _____	can't _____	
5. Recognizes root words _____
6. Use of accented syllable introduced _____
7. Can alphabetize words using first and second letter _____

III. Comprehension:

- A. Association of ideas of material read
 1. Can draw conclusions _____
 2. Can predict outcomes _____
 3. Can find proof _____
 4. Can associate text with pictures _____
- B. Organization of ideas
 1. Can follow printed directions _____
 2. Can find main idea _____
 3. Can follow plot sequence _____

C. Locating information

1. Can use:
table of contents
page number
titles

2. Can find specific information

D. Appreciation

1. Able to dramatize stories read
2. Able to illustrate stories read
3. Able to tell a story which has been read previously
4. Owns at least several books which he particularly likes

IV. Silent Reading:

- A. Reads without lip or head movements
- B. Reads more rapidly silently than orally

(Barbe, 1975)

READING SKILLS CHECK LIST

THIRD LEVEL

(Last Name)	(First Name)	(Age)
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I. Vocabulary:

A. Recognizes Dolch 220 Basic Sight Words

_a	_done	_I	_out	_these
_about	_don't	_if	_over	_they
_after	_down	_in	_own	_think
_again	_draw	_into	_pick	_this
_all	_drink	_is	_play	_those
_always	_eat	_it	_please	_three
_am	_eight	_its	_pretty	_to
_an	_every	_jump	_pull	_today
_and	_fall	_just	_put	_together
_any	_far	_keep	_ran	_too
_are	_fast	_kind	_read	_try
_around	_find	_know	_red	_two
_as	_first	_laugh	_ride	_under
_ask	_five	_let	_right	_up
_at	_fly	_light	_round	_upon
_ate	_for	_like	_fun	_us
_away	_found	_little	_said	_use
_be	_four	_live	_saw	_very
_because	_from	_long	_say	_walk
_been	_full	_look	_see	_want
_before	_funny	_made	_seven	_warm
_best	_gave	_make	_shall	_was
_better	_get	_many	_she	_wash
_big	_give	_may	_show	_we
_black	_go	_me	_sing	_well
_blue	_goes	_much	_sit	_went
_both	_going	_must	_six	_were
_bring	_good	_my	_sleep	_what
_brown	_got	_myself	_small	_when
_but	_green	_never	_so	_where
_buy	_grow	_new	_some	_which
_by	_had	_no	_soon	_white
_call	_has	_not	_start	_who
_came	_have	_now	_stop	_why
_can	_he	_of	_take	_will
_carry	_help	_off	_tell	_wish
_clean	_her	_old	_ten	_with
_cold	_here	_on	_thank	_work
_come	_him	_once	_that	_would
_could	_his	_one	_the	_write

<u> </u> cut	<u> </u> hold	<u> </u> only	<u> </u> their	<u> </u> yellow
<u> </u> did	<u> </u> hot	<u> </u> open	<u> </u> them	<u> </u> yes
<u> </u> do	<u> </u> how	<u> </u> or	<u> </u> then	<u> </u> you
<u> </u> does	<u> </u> hurt	<u> </u> our	<u> </u> there	<u> </u> your

B. Word Meaning

1. Comprehends and uses correctly the following words:

Function Words	Direction Words	Career Words	Curriculum Words
<u> </u> against	<u> </u> around	<u> </u> artist	<u> </u> add
<u> </u> also	<u> </u> backward	<u> </u> factory	<u> </u> American
<u> </u> being	<u> </u> forward	<u> </u> lawyer	<u> </u> country
<u> </u> during	<u> </u> left	<u> </u> mechanic	<u> </u> ecology
<u> </u> each	<u> </u> right	<u> </u> money	<u> </u> even
<u> </u> end	<u> </u> toward	<u> </u> nurse	<u> </u> fall
<u> </u> enough	Action	<u> </u> office	<u> </u> few
<u> </u> men	Words	<u> </u> operator	<u> </u> greater
<u> </u> more	<u> </u> carry	<u> </u> teacher	<u> </u> less
<u> </u> most	<u> </u> draw	<u> </u> training	<u> </u> number
<u> </u> other	<u> </u> kick	<u> </u> vacation	<u> </u> odd
<u> </u> same	<u> </u> push	Color	<u> </u> seasons
<u> </u> should	<u> </u> skate	Words	<u> </u> set
<u> </u> since	<u> </u> swim	<u> </u> brown	<u> </u> space
<u> </u> such	<u> </u> think	<u> </u> green	<u> </u> spring
<u> </u> than	<u> </u> throw	<u> </u> orange	<u> </u> state
<u> </u> though	<u> </u> travel	<u> </u> purple	<u> </u> subtract
<u> </u> thought	Form of	Metric	<u> </u> summer
<u> </u> through	Address	Words	<u> </u> United States
<u> </u> while	Miss	<u> </u> centri-	<u> </u> winter
<u> </u> women	<u> </u> Mr.	<u> </u> grade	<u> </u> world
	<u> </u> Mrs.	<u> </u> gram	
	<u> </u> Ms.	<u> </u> liter	
		<u> </u> meter	

II. Word Analysis:

A. Refine phonics skills:

1. All initial consonant sounds
2. Short and long vowel sounds
3. Changes in words by:
 - a. adding s, es, d, ed, ing, er, est
 - b. dropping final e and adding ing
 - c. doubling the consonant before adding ing
 - d. changing y to i before adding es
4. Vowel rules
 - a. vowel in one syllable word is short
 - b. vowel in syllable or word ending in e is long

- c. two vowels together, first is often long and second is silent
- d. vowel alone in word is short
- 5. C followed by i, e, y makes s sound
- C followed by a, o, u makes k sound
- 6. G followed by i, e, y makes j sound
- G followed by a, o, u makes guh sound
- 7. Silent letters in kn, wr, gn
- B. Knows skills of:
 - 1. Forming plurals
 - by adding s, es, ies
 - by changing f to v and adding es
 - 2. Similarities of sound such as x and cks (box-blocks)
 - 3. Can read Roman numerals I, V, X
- C. Syllabication rules
 - 1. There are usually as many syllables in a word as there are vowels
 - 2. Where there is a single consonant between two vowels, the vowel goes with the first syllable (pu/pil)
 - 3. When there is a double consonant, the syllable break is between the two consonants and one is silent (lit/tle)
- D. Can hyphenate words using syllable rules
- E. Understands use of primary accent mark
- F. Knows to accent first syllable, unless it is a prefix, otherwise accent second syllable

III. Comprehension:

- A. Can find main idea in story
- B. Can keep events in proper sequence
- C. Can draw logical conclusions
- D. Is able to see relationships
- E. Can predict outcomes
- F. Can follow printed directions
- G. Can read for a definite purpose:
 - 1. for pleasure
 - 2. to obtain answer to question
 - 3. to obtain general idea of content
- H. Classify items
- I. Use index
- J. Alphabetize words by first two letters
- K. Knows technique of skimming
- L. Can determine what source to obtain, information (dictionary, encyclopedia, index, glossary, etc.)
- M. Use maps and charts

IV. Silent Reading:

- A. Reads silently without finger pointing, lip movements
- B. Comprehends material read silently
- C. Reads faster silently than orally

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—
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(Barbe, 1975)

READING SKILLS CHECK LIST

FOURTH LEVEL

(Last Name) (First Name) (Age)

I. Vocabulary:

A. Word Recognition

1. Knows new words in content fields
2. Recognizes similarities of known words
 - a. compound words _____ d. plurals _____
 - b. root words _____ e. hyphenated words _____
 - c. suffixes, prefixes _____ f. contractions _____
3. Recognizes unusual characteristics of words _____

B. Word Meaning

1. Develops ability in getting meaning from context
2. Uses new words in sentences to show meaning _____
3. Knows function
 - a. italics _____ c. parenthesis _____
 - b. quotation marks _____ d. exclamation marks _____

C. Review Dolch Words

II. Word Attack Skills:

A. Structural analysis

1. Knows and applies rules for syllables
 - a. Each syllable must contain a vowel and a single vowel can be a syllable _____
 - b. Suffixes and prefixes are syllables with meanings of their own _____
 - c. The root word is not divided _____
 - d. If the first vowel is followed by two consonants, the first syllable usually ends with the first consonant (example: pen/cil) _____
 - e. If the first vowel is followed by a single consonant, the consonant usually begins the second syllable (example: a/maze, am/ple) _____
 - f. If a word ends in le preceded by a consonant, that consonant begins the last syllable _____
 - g. The letter x always goes with the preceding vowel to form a syllable (example: ex/it) _____
 - h. The letters ck go with the preceding vowel and end the syllable (example: chick/en) _____

2. Knows accent clues

- a. The first syllable is usually accented, unless it is a prefix
- b. Beginning syllables de, re, be, in and a are usually unaccented
- c. Endings that form syllables are usually unaccented (run/ning)
- d. ck following a single vowel is accented (example: jack/et)

3. Knows suffixes and prefixes:

a. Suffixes:

ness	(being)	sickness	_____
ment	(result of)	movement	_____
ward	(in direction of)	backward	_____
ous	(full of)	joyous	_____
ious	(abounding in)	gracious	_____
et	(little)	leaflet	_____
able	(capable of being)	capable	_____
ic	(like, made of)	magic	_____
ish	(like)	foolish	_____
ant	(being)	vacant	_____
ent	(one who)	president	_____
age	(collection of)	baggage	_____
ance	(state of being)	disturbance	_____
ence	(state of quality)	violence	_____
wise	(ways)	crosswise	_____
ling	(little)	duckling	_____
ty	(state)	unity	_____
ure	(denoting action)	pleasure	_____
ion	(condition or quality)	action	_____

b. Prefixes:

dis	(not, apart)	dismiss	_____
in	(not)	invade	_____
mis	(wrong)	mistake	_____
anti	(against)	anticlimax	_____
non	(not)	nonsense	_____
com	(with)	combine	_____
con	(with)	connect	_____
pre	(before)	prepare	_____
super	(over)	superior	_____
tri	(three)	tricycle	_____
sub	(under)	submarine	_____
post	(after)	postscript	_____
ab	(from)	abnormal	_____
trans	(across)	translate	_____
em	(in)	embark	_____
de	(from)	depart	_____
inter	(between)	interurban	_____
pro	(in front of)	promote	_____

ex	(out of or out)	explain	_____
en	(in)	enter	_____
ob	(against)	object	_____
per	(fully, through)	perfect	_____

B. Phonic analysis

1. Knows phonic skills

a. Single consonants and blends _____

b. Short and long vowels _____

c. Vowel teams:

ee _____ au _____ oi _____

ea _____ aw _____ oy _____

ai _____ oa _____ ou _____

ay _____ oo _____ ow _____

2. Knows vowel rules

a. In attacking a vowel sound try first the short sound; if the word then doesn't make sense try the long sound. _____

b. Vowels are usually short when they appear as single vowels and are followed by a consonant. _____

c. Vowels are usually given the long sound when they appear alone and are the last letters of a word. _____

d. When two vowels appear together in a word, the first vowel is long and the second is silent. _____

e. In short word containing two vowels where one of the vowels is a final e, the first vowel will have a long sound while the final e is silent. _____

C. Uses dictionary and glossary

1. Alphabetical Order:

a. Order of letters in alphabet _____

b. Alphabetical arrangement of words _____

2. Knows to divide the dictionary to determine in which 1/3 or 1/4 the word may be found _____

3. Knows the meaning and use of the phonetic spelling that follows in parenthesis each word in the dictionary _____

4. Knows the use of the pronunciation key _____

5. Knows to select the meaning which fits best according to the context in which the word is used _____

6. Knows the meaning and use of guide words _____

7. Knows the meaning and use of the secondary accent mark _____

III. Comprehension:

- A. Finding the main idea
 - 1. Choosing title for material read _____
 - 2. Can identify key words and topic sentences _____
 - 3. Summarizing _____
- B. Finding details
 - 1. Finding specific information _____
 - 2. Interpreting descriptive words and phrases _____
 - 3. Selecting facts to remember _____
 - 4. Selecting facts to support main idea _____
 - 5. Using study guides, charts, outlines _____
 - 6. Verifying answers _____
 - 7. Arranging ideas in sequence _____
- C. Creative reading
 - 1. Able to interpret story ideas (generalize) _____
 - 2. Able to see relationships _____
 - 3. Able to identify the mood of a reading selection _____
 - 4. Able to identify author's purpose _____
 - 5. Able to identify character traits _____
- D. Formal outlining
 - 1. Form
 - a. Main ideas (I, II, III) _____
 - b. Subordinate ideas (A, B, C) _____
 - 2. Talking from an outline _____

(Barbe, 1975)

APPENDIX G

MAINSTREAMED READING PROGRAM

Objectives, Instructional Strategies and Independent
Learning Activities for Grades II, III and IV

Bentley School
1977-1978

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VOCABULARY - WORD RECOGNITION

Skill: Ability to pronounce basic words without analysis (at sight).

Objective I.A.1.

The student will recognize on flash (three seconds) 90 percent of the following words from preprimers and primers:

apple	cow	girl	mother	sat
baby	cowboy	good-by	more	something
back	daddy	green	morning	splash
ball	day	happy	near	surprise
bed	dinner	hide	new	TV
birthday	dish	home	night	table
boat	dog	house	of	tree
boy	farm	kitten	party	toy
cake	father	know	pie	water
car	fine	long	puppy	way
cookies	fish	man	rabbit	woman
	fun	mitten		

Objective I.A.2.

The student will recognize on flash (three seconds) 90 percent of the first 44 words from the Dolch 220 Basic Sight Words:

a	call	help	look	run
all	can	here	make	see
am	come	I	me	so
an	do	in	out	the
and	down	is	play	to
are	funny	it	pretty	up
at	go	jump	ran	we
big	good	like	red	you
blue	he	little	ride	

Objective I.A.3.

The student will recognize on flash (three seconds) 90 percent of the second 44 words from the Dolch 220 Basic Sight Words:

as	fall	if	on	three
away	find	into	one	today
be	for	laugh	over	two
black	from	let	put	was
brown	get	live	said	will
		33		

by	have	may	she	work
came	her	my	sit	yes
did	him	no	some	yellow
eat	his	old	stop	

Objective I.A.4.

The student will recognize on flash (three seconds)
90 percent of the third 44 words from the Dolch 220
Basic Sight Words:

again	four	its	our	start
ate	five	long	please	ten
but	goes	made	pull	upon
cold	going	many	read	us
cut	got	new	saw	who
fast	green	not	say	why
first	had	of	sing	wish
five	has	open	six	your
fly	hot	or	soon	

Objective I.A.5.

The student will recognize on flash (three seconds)
90 percent of the fourth 44 words from the Dolch
220 Basic Sight Words:

about	buy	just	round	too
after	does	keep	sleep	try
always	far	kind	small	under
around	found	much	take	walk
ask	full	must	tell	well
because	gave	now	thank	were
been	grow	off	that	white
before	hold	once	they	with
best	how	only	this	

Objective I.A.6.

The student will recognize on flash (three seconds)
90 percent of the fifth 44 words from the Dolch 220
Basic Sight Words:

any	draw	own	there	wash
better	drink	pick	these	went
both	eight	right	think	what
bring	every	seven	those	when
carry	hurt	shall	together	where
clean	know	show	use	which
could	light	their	very	would
done	myself	them	warm	

Instructional Strategies:

1. Introduce a word orally in a sentence or in a story. If the meaning is unfamiliar, develop the meaning. Write a sentence using the word on a chart or the chalkboard and point out the word. Ask the children to frame the word with their hands while they say the word aloud. Ask a child to underline the word.
2. Present phrase cards using the word with one or two familiar words. Ask the children to read the phrases and then frame the word while reading just the one words.
3. Present the word by itself on a card and ask the children to match the card with the same word in the sentences or phrases.
4. Write experience chart stories with groups of children. The children should be encouraged to dictate stories or sentences to the teacher. Point out the same word or words in different experience stories.
5. Label objects and pictures in the classroom. Encourage the children to read the labels.
6. Utilize the Language Master with vocabulary cards illustrating the meaning of the words.
7. Utilize the Language Master with vocabulary cards with only the word.
8. Have the children trace the word with a finger or pencil while whispering the word or saying it aloud.

Independent Learning Activities:

1. Tack colorful pictures of objects on a bulletin board. Make word cards to correspond with the pictures. Encourage student to tack appropriate words under the pictures. Change words and pictures often.
2. Provide each child with an envelope or ring to hold personal sight vocabulary cards for review.
3. Bingo type games may be used for sight word practice. One child calls the words and the others cover the words on their cards.

4. Prepare domino cards with pictures and words. Two children may practice sight vocabulary by matching words to pictures.
5. Make individual tachistoscope flashers for the children to practice.
6. Make a track game board for two or three players. Children use their personal vocabulary cards and may move one space for each word read correctly.

VOCABULARY - WORD MEANING

Skill: Ability to attach meaning to printed symbols.

Objective I.B.1.

The student can match words with pictures.

Instructional Strategies:

1. Project a large picture onto a piece of newsprint taped to the wall or a chalkboard. Ask the students to name the individual items in the picture and write the words just below each picture. After all the items have been labeled, turn off the projector. Have children read the labels without the picture.
2. Write rebus stories with the children on experience chart paper. Draw or paste up pictures for unknown words.
3. Have children dictate captions for pictures.

Independent Learning Activities:

1. Provide columns of pictures and columns of words for matching.
2. Make individual picture dictionaries of new words.
3. Make collections of words and pictures for holidays, seasons, colors, games, etc.
4. Make puzzles by writing a word on one end of an oaktag strip and drawing a picture for that word on the other end. Make an irregular cut to separate the word and the picture. When a child uses several of these puzzles they are self-correcting because every pair has a different cut.

5. Provide practice with the word/picture cards and the Language Master.

Objective I.B.2.

The student can select the correct synonym for a given word.

Objective I.B.3.

The student can select the antonym for a word when given several alternatives.

Instructional Strategies:

1. Use a sentence from one of the children's books. Ask the children to suggest synonyms for some of the words in the sentence. Read the new sentence with each suggestion.
2. One child in the group says a word. The next child says a synonym for that word as does the next. Continue until no one can think of another synonym and then change words.
3. Change the meaning of a sentence by replacing a word with an antonym.
4. Ask children to select antonyms from a list of words.

Independent Learning Activities:

1. Make jigsaw type word card puzzles for matching synonyms.
2. Make jigsaw type word card puzzles for matching antonyms.
3. Make a set of 2 by 4 inch cards with one word or a synonym for that word on each card. Various card games may be played with these cards such as "Go Fish" or "Old Maid".
4. Antonyms may be used for the same card games.
5. Prepare a list of words and duplicate them. Ask the student to fill in the spaces.

Example:

<u>Word</u>	<u>Antonym</u>	<u>Synonym</u>
cold	_____	_____
deep	_____	_____
sour	_____	_____
under	_____	_____
back	_____	_____

Objective I.B.4.

The student can select the correct homonym to fit the context.

Instructional Strategies:

1. Write pairs of sentences. Ask the children to choose the homonym to complete the sentence.
2. Write homonyms on the chalkboard. Ask one child to make up a sentence using a homonym. Ask another child to point to the word used.
3. Make a group chart of homonyms. Use illustrations from magazines or pictures drawn by the children.

Independent Learning Activities:

1. Make jigsaw type word cards with homonyms to be matched.
2. Duplicate pairs of sentences with blanks for homonyms. Ask the child to write in the correct word.
3. Make an illustrated homonym chart.
4. Draw cartoons to illustrate the meaning of homonyms.

Skill: Ability to use prefixes to help determine the meanings of words.

Objective I.B.5.

The student can comprehend an unfamiliar word which consists of a known root word and a known prefix.

Instructional Strategies:

1. List common prefixes. Opposite them list words to which these prefixes can be added. Have the students make new words.
2. Provide two lists: one of prefixes, one of root words to which prefixes may be added. Ask a child to select a prefix, then draw a line from it to a root word with which it may be used, and use it in a sentence. (For variation, this may be played as a game).
3. Duplicate a list of root words. Ask the children to place the prefix un at the beginning of each word and give the meaning of the new word. Use other prefixes in a similar way.

Independent Learning Activities:

1. Provide word wheels with the prefixes to be learned on the inner circle and root words on the outer circle. As the wheel is turned, the pupil adds the prefix to the root word to form a new word and makes a sentence using the new word. This may be done in partners as a game.
2. Duplicate sentences using both root words and the root words with prefixes. Ask the child to choose the word that will complete the meaning of each sentence and to cross out the word that does not belong.

Example:

It is (necessary, unnecessary) to obey traffic signals.

When I am (happy, unhappy) I laugh.

3. Make a word bank of words with prefixes found in reading.

Skill: Ability to use a suffix to help determine the use a word may have in a sentence.

Objective I.B.6.

The student can comprehend the use of an unfamiliar word which has been created from a known word and a known suffix.

Instructional Strategies:

1. Make a list of words on chalkboard (old, long, short, etc.). Ask the children to add er and est to these words. Make up sentences using the words.
2. Discuss the meaning of the suffixes to be taught. Ask the children for examples of where one might hear them used.
3. Write a list of words with suffixes on a chart. Cover the root words. Ask the children what they are able to tell about the meaning of the word from the suffix. Uncover the root word and discuss the meaning of the whole word.

Independent Learning Activities:

1. Provide newspapers or magazines. Ask the child to search for words with suffixes and to circle the suffix. These words may be put on a series of suffix charts.
2. Make a deck of 40 cards with the following words:

<u>-ing</u>	<u>-es</u>	<u>-ed</u>	
looking	dashes	asked	
staying	peaches	rained	
fishing	churches	painted	
sleeping	glasses	played	
<u>-er</u>	<u>-s</u>	<u>-est</u>	<u>-ful</u>
longer	drops	funniest	painful
later	apples	oldest	hopeful
funnier	stars	biggest	careful
thicker	hats	saddest	playful
<u>-ly</u>	<u>-less</u>	<u>-ness</u>	
quietly	careless	sickness	
gladly	harmless	neatness	
nearly	loneliness	darkness	
softly	sleepless	goodness	

Shuffle the cards and deal out four to each player. Place the remainder of the deck face down in the middle. Each player in turn asks any other

player for words with a particular ending or suffix. If a player has one or more cards with the requested ending or suffix it(they) must be given to the requestor. If a player does not have the card(s) requested, he tells the first player to draw.

Players continue their turn until they do not get or draw the card they are seeking. When a player gets all four cards of a set, the cards are put down in front of the player. The person with the most sets wins.

3. A similar game may be played with verb forms:

Example: jump, jumps, jumped, jumping
start, starts, started, starting

Skill: Ability to comprehend words with both prefixes and suffixes.

Objective I.B.7.

The student can comprehend an unfamiliar word created from a known root word to which a known prefix and suffix have been added.

Instructional Strategies: See the preceding suggestions.

Independent Learning Activities: See the preceding suggestions.

WORD ATTACK SKILLS - PHONIC

Skill: Ability to use single consonant sounds to pronounce unfamiliar words.

Objective II.A.1.

The student can provide the sound represented by a single consonant when it is found in the initial position of a one-syllable word.

Objective II.A.2.

The student can provide the sound represented by a single consonant when it is found in the final position of a one-syllable word.

Objective II.A.3.

Given words containing the consonants c and g, the student can pronounce them correctly.

Instructional Strategies:

1. Make sound charts by asking the students to cut pictures from magazines that begin like "ball". As the children cut out the pictures have them paste the pictures on a large sheet of paper and dictate the word to be written under the picture. Do this activity with other consonant sounds.
2. Introduce a word such as "at". Tell the children what the word is and encourage them to add beginning consonants and read the words.
3. Make a long list of words beginning with c. Ask the children to listen to the beginning sound as you read the words. Help them to discover the hard and soft sounds of c and to generalize to the pronunciation rule. Write some nonsense syllables such as cil, cas, cem, col to see if they are able to apply the generalization.
4. Use the preceding technique with g words.
5. Show the students the word "man" and read the word to them. Ask them to read the following words: mad, map, mat, Max. Repeat using other consonant sounds.
6. Read a series of 5 to 10 words and ask the children after each word is read to record the first and last sound.

Independent Learning Activities:

1. Put various consonant letters at the top of columns on a paper. Direct the child to make a list of words or pictures beginning with each sound. (This may also be used for final consonant sounds).
2. Write consonants on the six sides of a cube. Two children work together, one tosses the cube and the other names as many words as possible beginning with that sound. Then the second child tosses the cube. One point per word may be scored or the words may be recorded.
3. Make a track game putting a consonant in each space. Two or more children may play using a die or a spinner to determine how many spaces to move. The child must say a word beginning (or ending) for each space traveled.

4. Provide the children with blending wheels. Put consonants on the inner circle and word families on the outer circle.
5. Create sound boxes. Write the letter for the sound on the outside of the box and ask the children to collect pictures or small objects that begin (or end) with that sound. Occasionally mix up the objects and pictures from several boxes and have the children sort them into the correct boxes.
6. Give a child or several children pieces of paper with consonants written on them. Send the child on an ABC search to find objects in the room which begin (or end) with the sounds. The paper may be attached to the object with plast-tac or masking tape.

Skill: Ability to use consonant digraphs to pronounce unfamiliar words.

Objective II.A.4.

The student can provide the sound represented by a consonant digraph when it is found in the initial position of a one-syllable word: sh, ch, ph, th, wh.

Objective II.A.5.

The student can provide the sound represented by a consonant digraph when it is found in the final position of a one-syllable word: ch, ph, sh, th, ng, nk, gh.

Skill: Ability to use consonant blends to pronounce unfamiliar words.

Objective II.A.6.

The student can provide the sound represented by a consonant blend when it is found in the initial position of a one-syllable word: bl, cl, fl, gl, pl, sl, spl, br, cr, dr, fr, gr, pr, scr, shr, spr, str, thr, tr, sc, sk, sm, sn, sp, spl, sw, tw.

Objective II.A.7.

The student can provide the sound represented by a consonant blend when it is found in the final

position of a one-syllable word: ft, lt, nt, st, ld, nd, lf, lk, nk, mp, sp.

Instructional Strategies:

1. Make a bingo-type game with pictures in the squares. The pictures should be of things beginning with blends or digraphs. When the teacher calls the word the child should write the blend or digraph in the square with the picture. The cards may be duplicated or made on oaktag and laminated.
2. Make class charts of final (or beginning) digraph and blend sounds. Encourage the children to draw pictures, or cut them from magazines, to illustrate the chart.
3. The strategies used to teach consonant sounds may also be used for blends and digraphs.

Independent Learning Activities:

1. Prepare worksheets containing pictures illustrating consonant blends or digraphs. Put squares containing the blends or digraphs at the bottom of the paper. Have the student cut out the squares and paste the blend or digraph next to the correct picture.
2. Have the student make a word bank of words containing blends and/or digraphs from his reading.
3. The strategies used to teach consonant sounds may also be used for blends and digraphs.

Independent Learning Activities:

1. Prepare worksheets containing pictures illustrating consonant blends or digraphs. Put squares containing the blends or digraphs at the bottom of the paper. Have the student cut out the squares and paste the blend or digraph next to the correct picture.
2. Have the student make a word bank of words containing blends and/or digraphs from his reading.
3. Fold a paper into fourths in each direction (16 rectangles). Put an X in the top left-hand space. Write categories across the remaining top three

spaces (e.g., food, animals, games). Write three blends or digraphs in the three spaces on the left (e.g., sp, br, cl). Then have the child fill in the coordinates with appropriate words (e.g., spinach, brown sugar, clams).

Skill: Ability to use single vowels to pronounce unfamiliar words.

Objective II.A.8.

The student can provide the sound represented by a single vowel when it occurs at the beginning or in the middle of a syllable.

Objective II.A.9.

The student can provide the sound represented by a single vowel when it occurs at the end of a syllable.

Objective II.A.10.

The student can provide the sound of a single vowel when it occurs in a syllable which ends in consonant and silent e.

Objective II.A.11.

The student can provide the sound of a single vowel when it is followed by an r in the same syllable.

Skill: Ability to pronounce a followed by l or w.

Objective II.A.12.

The student can provide the sound of a when followed by l or w.

Skill: Ability to pronounce i followed by ld, nd, or gh and o followed by ld.

Objective II.A.13.

The student can provide the sound of i when followed by ld, nd, or gh and o when followed by ld.

Skill: Ability to pronounce two contiguous vowels.

Objective II.A.14.

The student can provide the most common sound of ai, ay, ee, ea and oa when they occur in a word.

Objective II.A.15.

The student can recognize that each of the following vowel pairs very often have more than one pronunciation, and he can select from the possible pronunciations the one that results in a word that fits the context: au, ei, eu, ew, ey, ie, oe, oo, ou, ow, ui, uy.

Objective II.A.16.

The student can provide the sound of the diphthongs oi and oy.

Instructional Strategies:

1. Say four or five words to pupils, all but one containing the vowel sound to be studied. Pupils identify the one that is different.
2. Write a word which contains one short vowel on the chalkboard. Change the vowel and ask the students to read the new word.

Example:

bit, bat, bet, but

3. Write sentences using one word with an incorrect vowel on the chalkboard. Ask a pupil to correct the word.

Example:

I can ride a bake.

4. Have pupils stand as you read a list of words. If the vowel sound is long, have the pupils raise their hands above their heads. If short, place their hands on the floor.
5. Write on the board or a chart a list of words containing a diphthong such as oi. The students are to find the diphthong, underline it, and read the word.

6. Duplicate the above activity by using words containing a vowel variant such as ar.

Example:

farm, barn, car, star, park

7. List words containing given diphthong, vowel digraph, or vowel variant. Have the pupils classify and add other words under the appropriate key words.
8. Make a pocket chart. On the front of each pocket write the vowels and vowel variants and add pictures representing the sounds. As words are learned containing the sound, place them on cards in the correct pocket and review words already in that pocket.

Independent Learning Activities:

1. Write one syllable short vowel words on separate cards. Fold the end of the card back. Write an e on the flap. Read the words without the e first, then flip over the flap and read the word with a long vowel and silent e.

Example:

cut, cute; can, cane; hid, hide; pin,
pine

2. Provide a duplicated sheet with a list of words and pictures representing the words. Ask the student to cut apart and put all the words and accompanying pictures with the same vowel sound into the same column or box.
3. Make a long ladder with a word containing either a long or short vowel sound on each rung. Make a disc to flip with "long" on one side and "short" on the other. Children work in pairs. One child flips the disc and moves a marker up the ladder to the first word with that vowel sound. Then the other child takes a turn. The first child to reach the top of the ladder wins.
4. The child takes an article from a newspaper or magazine and crosses out all the silent vowels. These articles may be used in a skill group to aid the children in making generalizations.

WORD ATTACK SKILLS - STRUCTURAL

Skill: Ability to recognize compound words.

Objective II.B.1.

Given a word formed by combining two known words, the student can read the word.

Instructional Strategies:

1. Write words in two columns. Have pupils draw lines between the two words which make a compound word.
2. Display cards with single words (in, to, sun, light, work, mail, day, man, etc.). Have students make compound words with the cards as the teacher says the words.

Independent Learning Activities:

1. Match word cards to form compound words.
2. Use newspaper or magazine articles to find and circle compound words.
3. Suggest compound words for pupil to illustrate.

Example:

house dress

4. Make as many words as possible using the words, "any, every, and some". Check with a dictionary to see if there are any more.
5. Ask the students to use compound words to make nonsensical questions. These may be written or given orally.

Example:

Did you ever see a star fish?

-a horse fly?

-a saw dust?

-a hat box?

6. The nonsensical questions may be illustrated and put into a booklet or collection for other children to share.

Skill: Ability to recognize contractions.

Objective II.B.2.

The student can read contractions.

Instructional Strategies:

1. Introduce and compare contracted forms: I'll, we'll; what's, he's; isn't, shouldn't. Ask the children to suggest other contractions that they use in speaking. Write the uncontracted form next to the contraction.
2. Make a class list of contractions. Put the list into categories: contractions of is, not, will, etc.

Independent Learning Activities:

1. Make flash cards sets of words and contraction. The pupil matches the cards.
2. Provide worksheets of contractions. Ask pupil to write the complete words.

Example:

he's	___	___
she's	___	___
can't	___	___
isn't	___	___

3. Ask a pupil to make a collection of contractions from his reading.

Skill: Ability to read words to which inflectional endings have been added when the root words are known.

Objective II.B.3.

The student can read a word formed by adding an inflectional ending to a known word when the root word remains unchanged.

Objective II.B.4.

The student can read a word formed by adding an inflectional ending when the final consonant of the root word has been doubled.

Objective II.B.5.

The student can read a word formed by adding an inflectional ending when the final e of the root word has been dropped.

Objective II.B.6.

The student can read a word formed by adding an inflectional ending when the final y in the root word has been changed to i.

Objective II.B.7.

The student can read a word formed by changing f to v and adding -es.

Instructional Strategies:

1. Discuss the rule concerning doubling the final consonant in a verb before adding "ing", or "ed". Have pupils add these endings to a group of words in order to apply the rule.

Examples:

scrub, swim, map

2. Using the rule, "verbs ending with 'e' often drop the 'e' before adding endings", have pupils compile a list of verbs following this rule.

Examples:

bake, slice, write

3. Explain that when a word ends in "y" and there is a consonant letter before the "y", then the "y" is changed to "i" before adding "ed" or "es". Have pupils list words following this rule.

Examples:

empty, dry, fry

4. Review principles that some words ending in "f" change "f" to "v" before adding "es".
5. Give a list of words (fat, tall, short, pretty) on the chalkboard. Give an oral sentence for each word on the list. Ask the students to add "er" or "est" to fit the sentence given.

Example:

Bob is the _____ boy in the class.

Independent Learning Activities:

1. Make word wheels. Put root words on the inner wheel and word endings on the outer wheel.
2. List pairs of similarly structured words. Have the student draw a circle around the base word.

Example:

thinner, thinnest
stopped, stopping

3. Give the student a list of singular words and have them write the plural form.

Example:

penny, monkey, money

WORD ATTACK SKILLS - SYLLABIC

Skill: Ability to use syllabication to pronounce unfamiliar words.

Objective II.C.1.

- The student can read words having within them two contiguous consonants.

Objective II.C.2.

The student can read words which have within them one consonant between two vowels and which can be divided either before or after the consonant. He will use his speaking and/or listening knowledge of the word to determine whether to divide before the consonant (thus creating an open syllable) or after the consonant (a closed syllable). If the word is not in his speaking and/or listening vocabulary, he will check his pronunciation in a dictionary.

Objective II.C.3.

The student can read words that have within them a blend or digraph which is usually retained as a unit when the word is divided into syllables.

Objective II.C.4.

The student can read words ending with a consonant followed by le.

Objective II.C.5.

The student can read words in which a prefix and/or suffix is treated as a unit and the remainder of the word is recognized through the use of other analysis skills.

Skill: Ability to use clues to stress to pronounce polysyllabic words.

Objective II.C.6.

The student can place the stress on the first syllable words which belong to the following spelling patterns:

1. Two like consonant letters following the first vowel letter (cannon, ladder).
2. The letters ck at the end of the first syllable (nickel, jacket).
3. A consonant plus le at the end of the word (ramble, eagle).

Objective II.C.7.

The student can place the stress on the second syllable of two-syllable words in which a final silent e or two vowels together in the second syllable indicate a long vowel sound in the second syllable.

Objective II.C.8.

The student can place the stress on the syllable before the inflectional ending or suffix where two like consonants precede the ending or suffix.

Objective II.C.9.

The student can place the stress on the root word in words containing prefixes and/or suffixes.

Instructional Strategies:

1. Teach the syllabication principles and work through a number of words to enable the student to become proficient at dividing words into syllables.

The main syllabication principles are:

1. When two consonants stand between two vowels, the word is usually divided between the consonants (VC/CV).
 2. When one consonant stands between two vowels, the consonant usually goes with the second syllable, unless the vowel on the right is a final "e" in which case there is no syllable division (V/CV).
 3. When a word ends in a consonant and "le", the consonant usually begins the last syllable (V/Cle).
 4. Compound words are usually divided between the word parts and between syllables within these parts.
 5. In most cases, do not divide between the in digraphs or consonant blends.
2. Use rhythmic activities, such as clapping hands, to count syllables.
 3. Prepare a selection including several words having the sounds of single vowels at the end of accented syllables. Ask a pupil to read the selection aloud.

Independent Learning Activities:

1. Have the student list words of three and four syllables found in his readings. Have him pronounce the words and show how they are divided.
2. Write and record polysyllabic words on Language Master cards. Ask the student to pronounce the word and to place a paper clip on the accented syllable. This exercise is self-checking when the card is put into the Language Master.

WORD ATTACK SKILLS - CONTEXTUAL

Skill: Ability to use context clues.

Objective II.D.1.

When listening to a sentence in which a key word is missing, the student can from his understanding of the context select a picture which represents a word to use for the missing word.

Objective II.D.2.

When listening to a paragraph with a key word missing, the student can select a word from three given words to complete the paragraph.

Objective II.D.3.

When listening to a sentence or paragraph with a key word missing, the student can supply a word of his own to complete the sentence or paragraph.

Objective II.D.4.

Using direct explanation as a clue, the student can discover the meaning of an unfamiliar word.

Objective II.D.5.

Using comparison or contrast clues, the student can discover the meaning of an unfamiliar word.

Objective II.D.6.

Given an unfamiliar word that summarizes the ideas which precede it, the student can discover the meaning of the word.

Objective II.D.7.

Given a word that reflects the mood of the context, the student can feel the mood and thus discover the meaning of the word.

Objective II.D.8.

The student can distinguish between a situation in which context clues suggest the meaning and a situation in which he must consult a dictionary.

Instructional Strategies:

1. Have pupil select the proper word to fill in a space left blank in a sentence.
2. Type one or more paragraphs from a book the student is reading, leaving a blank for every fifth word. Have the student fill in the missing words. (The words need not be the exact words of the story but must make sense in the context of the passage.)
3. Provide scrambled sentences. Have the children put the words in order to create a sentence.
4. Provide scrambled phrases. Have the students combine the phrases to form meaningful sentences.
5. Write a list of events from a story on the chalkboard. Do not write the events in sequential order. Include several events that did not occur in the story. Have the students read the story by sections. After each section is read, have them find and record the event that goes with it.
6. Put a list of phrases that show comparison on the chalkboard. Have students use the phrases in sentences.

Independent Learning Activities:

1. Duplicate sentences, leaving out a pertinent word. Ask the student to write the word, draw a picture for the missing word, or circle the correct word from two provided.
2. Give a list of unfamiliar words and use each word in a sentence. Have the student read each sentence using context clues to identify the unfamiliar word.
3. Have pupil read newspaper articles to find new words that can be figured out by use of context clues.

WORD ATTACK SKILLS - DICTIONARY AND REFERENCE

Skill: Ability to locate a word in a dictionary.

Objective II.E.1.

The student can demonstrate his knowledge of the alphabet in sequence.

Objective II.E.2.

Given a list of words, the student can arrange those words in exact alphabetical order (alphabetizing by second, third, fourth letter, etc.).

Objective II.E.3.

Given a list of words, the student can quickly indicate the part of a dictionary in which each word appears.

Objective II.E.4.

Presented with a set of guide words and a list of words, the student can indicate which words would appear on a page with those guide words.

Instructional Strategies:

1. Arrange the students in the group or class into alphabetic order by last name. Each child holds a card with his last name. Discuss what to do when there are two names that begin with the same letter.
2. Make a directory of the class in alphabetic order.
3. Write the guide words from a dictionary page on the chalkboard. Hold up word cards and ask the children if the words would come before, on, or after the page with those guide words.

Independent Learning Activities:

1. Prepare worksheets from follow-the-dot pages, substituting the letters of the alphabet for the numbers.
2. Prepare a worksheet with three columns:

What comes before What comes after What comes between

 c
 m

x
r
d

c e
l n

3. Provide newspapers or magazine articles. Have the children circle the first "a" in the article, then circle the first "b" that comes after the "a". They should continue until they have circled every letter of the alphabet in sequence.
4. Provide a worksheet asking the children to find the page numbers on which a list of words appear.

Skill: Ability to derive the appropriate meaning from a dictionary.

Objective II.E.5.

Working with a matching set of known words and definitions, the student can demonstrate that he knows what a definition is.

Objective II.E.6.

Given a word and several meanings of that word, the student can select the appropriate meaning of the word for the given sentence.

Instructional Strategies:

1. Provide sentences, each containing an underlined word. Ask the student to locate the underlined word in the dictionary and check its meaning for proper use in the sentence.
2. Guide the student to use the dictionary to find appropriate synonyms.
3. Play a dictionary game. Instruct one student to open the dictionary at random. Have the student read guide words on the page and the definition of one other word on the page. Other pupils take turns guessing what the selected word is. The student guessing correctly takes the next turn.

Independent Learning Activities:

1. Provide letters of a holiday name. Ask the student to use the dictionary to find words to describe the holiday.

Example:

Turkey	_____
Harvest	_____
A	_____
N	_____
K	_____
S	_____
G	_____
Indians	_____
V	_____
I	_____
N	_____
G	_____

2. Duplicate a series of questions that include new words. Ask the student to answer the questions by using the dictionary to find the meaning of the new word.

Example:

Would you like to be a drover?
 Would you like an aardvark for a pet?
 Would you put balm on your cereal?

3. Have the student make a word bank of words from his reading which are unfamiliar to him. The student should look these words up in the dictionary.
4. Student may create their own dictionaries.

Skill: Ability to use a dictionary as a reference for spelling (including capitalization and changes due to inflection), syllabication, abbreviations, and acronyms.

Objective II.E.7.

The student can use a dictionary to determine the correct spelling of words.

Objective II.E.8.

The student can use a dictionary to check syllabication when he is writing.

Objective II.E.9.

The student can use a dictionary to determine the word or words for which an abbreviation stands.

Objective II.E.10.

The student can use a dictionary to determine the words for which the letters of an acronym stand.

Instructional Strategies:

1. Work with the students to aid them in correcting spelling through the use of the dictionary. Put a list of words or phrases on the chalkboard and ask the students to correct the list using their dictionaries.

Example:

fourth of July
tomatos
ocurred
beleive

2. Collect acronyms from reading. Discuss the reasons people use acronyms. Look up some of the acronyms to find out what they stand for.

Example:

UNICEF
CARE
NASA
NATO

3. Put a list of polysyllabic words on the chalkboard. Discuss syllabication. Ask the children to syllabicate the words and then to check their work in the dictionary.
4. Write a list of common abbreviations on the chalkboard. Ask the children to write the word or words for which the abbreviation stands.

Example:

Ms.	lb.
Mr.	Dr.
Ave.	P.S.

Independent Learning Activities:

1. Have the student edit a paragraph written by the teacher or another student. Spelling should be checked by using the dictionary.
2. Prepare and duplicate several examples of spelling tests. Ask the child to correct the tests.
3. Ask the student to create a list of abbreviations found in one issue of a magazine and to find the meaning for those he does not know.
4. Ask the student to find as many acronyms as he can in one issue of the newspaper.
5. Some students will like to create acronyms.

COMPREHENSION - LITERAL

Skill: Ability to locate specific information.

Objective III.A.1.

Given a sentence, paragraph, article, or story, the student can identify whom it is mainly about.

Objective III.A.2.

Given a sentence, paragraph, article, or story, the student can identify what it is mainly about.

Objective III.A.3.

Given a sentence, paragraph, article, or story, the student can identify when the action takes place.

Objective III.A.4.

After reading a sentence, paragraph, article, or story, the student can identify where the action takes place.

Objective III.A.5.

Given a sentence, paragraph, article, or story, the student can identify how something happened.

Objective III.A.6.

Given a sentence, paragraph, article, or story, the student can identify the action that takes place in the material.

Objective III.A.7.

Given a sentence, paragraph, article, or story, the student can answer a series of questions asking who, what, where, when, or how.

Objective III.A.8.

After reading a sentence, paragraph, article, or story, the student can recall most of the details without the assistance of questions.

Instructional Strategies:

1. The teacher reads a story to the student's and then writes "who, what, where, when, how" on the chalkboard. Through teacher-guided discussion the students identify the elements of the story.
2. Write sentences on the chalkboard. Ask the students to read each sentence and write who, what, when, where, or how after each sentence to show what the underlined part of the sentence tells.

Examples:

He ran as fast as he could.
 The rain spoiled the picnic.
 Soon the baby will learn to crawl.
 Mary built the wagon all by herself.

3. Read a story. Have the students organize the events into sequential order.
4. Prepare a group of "why" or "how" questions for a selection read. Have the students answer these questions without looking back at the selection. Newspaper articles are good for this activity.
5. Project a short selection on an overhead projector. Read the selection with the students to determine the important details.

6. Write an experience chart story with a group of students. Begin with a simple sentence such as, "The fish was swimming.". Expand the story with who, what, where, when and how details. Students may then select another sentence and create individual stories using the same base sentence. When the stories are completed they may return to the group and compare details.

Independent Learning Activities:

1. Duplicate phrases from the child's reading and ask the child to write who, what, where, when, or how following each phrase.

Examples:

in the sky	_____
at nine o'clock	_____
a big girl	_____
the new car	_____
suddenly	_____

2. Ask the student to illustrate the who, what, where, when and how of a given story.
3. Give the student four sentences from a familiar story. Ask the student to illustrate and arrange the sentences in proper sequence on a piece of paper. Variations: Have sentences and illustrations placed in order on a box movie; use individual pocket charts for assembling sentences.
4. Have the student make a mobile of a story showing the how, what, where, when and who details.

COMPREHENSION - INTERPRETATION

Skill: Ability to make reasonable inferences based on material read.

Objective III.B.1.

The student can reason from facts given to answer questions not directly referred to in the text.

Objective III.B.2.

Given a sentence, paragraph, article, or story from which conclusions may be drawn, the student can select from those given the most reasonable conclusion.

Objective III.B.3.

Given a sentence, paragraph, article, or story from which a prediction may be made, the student can make a prediction.

Objective III.B.4.

Given a sentence, paragraph, article, or story, the student can distinguish whether it is fact or fancy.

Instructional Strategies:

1. Provide opportunities for story dramatization.
2. Read fables to the children omitting the moral or conclusion. Ask the students what they think the conclusion is and how they arrived at this conclusion.
3. Present several story selections, some fact, some fiction, about an historical character. After reading the selections, have the pupil distinguish fact from fiction about the character.

Examples:

Betsy Ross, George Washington,
Ben Franklin

4. As the teacher reads aloud to the student, it is helpful to pause occasionally and ask the students to predict what will happen next before resuming the reading.
5. Discuss, draw, write, or dramatize what might have happened next after a story ended or how a story might have ended differently.
6. Read an unfinished story to the students. Discuss what might happen next.
7. Work with the students on analogies.

Examples:

Boy is to girl as he is to ____.
Pencil is to write as crayon is to ____.

8. Use news articles and advertisements in discussion to help the students determine fact from opinion.

Independent Learning Activities:

1. Duplicate sentences with a word missing. Ask the student to make a list of all the words he can possibly think of that will make sense in the blank space.

Example:

We can _____ in an airplane. (eat, fly, travel, sleep, read, etc.)

2. Ask the students to complete sentences, such as: "If it rains, I will need to _____." "If I am lost, I will _____."
3. Give the student a selection to read. Prepare a worksheet with two columns. In the first column, write the names of the characters in the story; in the second, some implied facts about the character. Have the student match the character with the implied fact.
4. Check the facts or details in a passage of historical fiction against other sources.
5. Provide two or three sentences about a story from a reader. Ask the student to select the sentence telling what the story is about. Discuss their choice.
6. After a student has completed a basal reader or several units of a basal reader, list the titles of the stories from the Table of Contents. Direct the student to label each title with either "fact" or "fiction".
7. Make a file of "What would happen if" questions. The students may select a question and draw conclusions. Provide an opportunity for the students to share their ideas.

Examples:

What would happen if it never rained?

What would happen if we did not have shoes?

What would happen if you did not have a name?

What would happen if there were no clocks?

COMPREHENSION - CRITICAL

Skill: Ability to interpret traits in characters.

Objective III.C.1.

The student can interpret a character by his speech, his actions, what other characters say about him and what the author says about him.

Skill: Ability to interpret the mood and tone of a selection.

Objective III.C.2.

Given a piece of writing which is not neutral in tone or mood, the student can describe the tone or mood in appropriate terms.

Skill: Ability to read figurative expressions.

Objective III.C.3.

Given sentences that contain figurative expressions and others that are completely literal, the student is able to identify those which contain the figurative expressions.

Objective III.C.4.

Given sentences that contain figurative expressions, the student is able to re-word the passages in literal language.

Instructional Strategies:

1. Write several examples of figurative speech on the chalkboard. Discuss the meaning of the expression. Ask the students to rephrase the expressions.
2. After a story has been read, the students may make lists of descriptive words about the characters in the story.
3. Discuss the characters in a particular story by asking students to identify with the characters.

Examples:

If you had seen the tiger, what would you have done?
How would you react, if this happened to you?

4. Plan role-playing situations to depict named emotions.

Independent Learning Activities:

1. Make a collection of phrases from the students' reading to describe school, rainy days, vacations, etc.
2. From a selection have the pupil select a sentence to show how the author describes each of several moods.
3. Using two stories in the textbook, have the student compare the main character in each selection, pointing out similarities and differences.

COMPREHENSION - ORGANIZATION

Skill: Ability to recognize relationships.

Objective III.D.1.

Given a collection of objects or pictures of objects, the student can classify them according to color, shape, or size and explain his classification.

Objective III.D.2.

Given a collection of objects or pictures, the student is able to identify irrelevant objects or pictures and state why they are irrelevant.

Objective III.D.3.

Given a list of words, the students can identify the irrelevant word in the list.

Instructional Strategies:

1. Discuss classification with a group of students. Provide a group of objects and work in the group to sort the objects. Name the categories. Discuss the possibility of resorting the objects based on other qualities.

2. Place various colored construction paper shapes on the table (circles, squares, triangles, etc.). Put the shapes into rows of four, three of which are similar in size, shape, and color. Ask the students to identify the one that is different.
3. Write several series of words on the chalkboard and ask the students to identify the word that does not belong. Discuss the reasons why the word does not belong.

Example:

kite	ball	apple	skate
tree	flower	bee	grass

Independent Learning Activities:

1. Two or three pictures (store, far, zoo) are pasted on 8 by 10 inch sheets of cardboard with a pocket on the bottom of each sheet. The cardboard sheets should be hinged together with tape. Title the display, "We belong here.". Provide word cards with names of objects and ask the student to sort the cards into the correct pockets.
2. Topics for classification may be developed using words from the students' reading. These may be developed as worksheets with columns at the top and words at the bottom to be cut apart and pasted in the correct column; as cards to be sorted into envelopes; or, as games to be played by two or more children.

Examples of topics:

action words	animals (pets, wild)
birds	countries
clothing	colors
explorers	flowers
food	fruit
houses	insects
rivers	people
seasons	time
weather	shells

3. Reproduce a page of questions and ask the student to classify by checking the correct answers.

Example:

What can you see on a street?
 ___ a truck ___ a car ___ a table
 What has long ears?
 ___ a calf ___ a rabbit ___ an elephant

4. Duplicate an exercise in which the pupil selects words to add to given groups.

Example:

carrot ___ beet
 kite ___ jet
 show ___ moccasin

5. The student may make a booklet to be used for classification. The student may select the categories or the teacher may suggest some. The student should be directed to find words from his reading to put into the booklet.

Skill: Ability to recognize main topics.

Objective III.D.4.

Given a list of items, the student can identify the main topic(s) in the list.

Objective III.D.5.

Given a list of related details, the student can state the main topic.

Objective III.D.6.

Given lists of details, the student can delete any irrelevant detail and supply a main topic.

Skill: Ability to select a main topic from those given.

Objective III.D.7.

Given a list of main topics, the student can select the topic that best fits the paragraph or selection.

Skill: Ability to state the main topic of a paragraph or article.

Objective III.D.8.

Given a paragraph or article, the student can state the main topic.

Instructional Strategies:

1. Have pupils read a selection and underline the words that tell the main idea.
2. Read a story with a group and make a mural or movie showing the major events in the story. This provides practice in finding main ideas as children discuss the major events to be portrayed.
3. Read a short paragraph. Ask the pupils to choose the best title from three suggested.
4. Provide the pupil with several paragraphs containing the main idea in a different location (beginning, middle, end). Ask the student to locate the main idea in each paragraph.
5. Discuss a story with the skill group. Ask the following questions: Can you summarize the story with one word? What would be a good title for the story? What kind of story was this? Have you read any stories similar to this? How were they similar?

Independent Learning Activities:

1. Select magazine pictures and ask the student to write titles for the pictures.
2. Have pupils illustrate a story and write a title for it.
3. Write and number a summary sentence for each of several stories from a basal reader. Ask the pupil to match the sentences with the story title found in the table of contents.
4. Cut a number of articles from the newspaper, then separate the text of the article from the headline. Have the pupil read each article and locate the most suitable headline.
5. Write a telegram (limited to 15 words) describing a story read. Include only the most important ideas in the story. Send the telegram to a friend who may wish to read the same story. Telegrams may be written by cutting the words from a magazine or newspaper and pasting them on another sheet of paper.

6. Prepare a set of index cards on which are listed several details and one main idea. Ask the student to identify the main idea.

Example:

Bob got up early.
He rode his bike all day.
There were lots of presents.
People came to the party.
It was Bob's birthday.
Bob likes ice cream.

COMPREHENSION - STUDY SKILLS

Skill: Ability to follow directions, oral or written.

Objective III.E.1

Given oral or written directions, the student can follow them.

Instructional Strategies:

1. Begin with a short series of oral directions (two or three) and call a child's name to execute the directions. As children grow proficient, increase the complexity of the directions as well as adding additional directions.

Example:

Stand up, clap your hands, sit down.

2. Write notes to the students giving directions.

Example:

1. Go to the office.
 2. Tell the secretary that 14 children from this class will be buying lunch today.
 3. Come back to the room.
3. Follow the directions in a simple recipe (something which can be made in a classroom).
 4. Ask a group of students to write the directions for making a peanut butter and jelly sandwich. Provide the ingredients and make the sandwiches following the directions exactly. (If the directions say, "Put the peanut butter on the bread", then put the jar of peanut butter on the

loaf of bread). This will emphasize the importance of giving clear directions to the children as well as being fun.

Independent Learning Activities:

1. Have several commercial games with written directions.
2. Make a set of index cards with directions for craft activities on them. The student may make the item if he reads the directions.
3. Prepare a worksheet of directions for a drawing picture.
4. Prepare cassette tapes of directions for the students to follow.

Skill: Ability to use a variety of reference tools.

Objective III.E.2.

Given a list of reference tools, the student can select a source in which specific information may be found.

Objective III.E.3.

Given a newspaper, the student can refer to the index to locate specific pages on which different types of information can be found.

Objective III.E.4.

Given a topic, the student can scan the shelf-backs of a set of encyclopedias and select the volume containing the information.

Objective III.E.5.

Given a topic and guide words that appear at the top of the page in an encyclopedia, the student will demonstrate his ability to decide whether information on the given topic can be secured from that page.

Objective III.E.6.

Given a set of encyclopedias, the student can demonstrate his ability to use the index volume to locate all the information relating to a particular topic.

Instructional Strategies:

1. Make a deck of index cards with questions about which the students might have some curiosity. Direct the children to use the appropriate reference material to find the answer.

Examples:

What products are made with oil?
 How is paper made?
 How many types of sharks are there?
 What is a synonym for funny?
 What is the telephone number of City Hall?

2. Make class telephone books. Include emergency telephone numbers.
3. Obtain copies of different reference books (telephone books, atlas, encyclopedias, etc.) and give one to each child in the group. Ask each child to look through his book and be ready to tell what information is in it and when he might need that information. Discuss the different references.

Independent Learning Activities:

1. Ask the pupil to make a "Favorite" chart. He should record his favorite flower, dog, food, place to visit, etc. Next to each item he should include a reference so that other children may look up the things he likes.

Example:

My favorite place to visit is Florida.
World Atlas, page 39.

2. Chart the volume guides of an encyclopedia. Have the pupil tell the number of the volume in which he would look for information on a specific topic, as: Japan, monsoon, Ohio, fireflies.

ORAL READING

Skill: Ability to move the eyes from line to line without losing the place.

Objective IV.A.1.

The student can read two or more lines without skipping a line.

Skill: Ability to express accurately and meaningfully the spoken equivalent of written sentences that contain no more than one unknown word in twenty running words (instructional level).

Objective IV.A.2.

The student can read with 95 percent accuracy of word recognition.

Objective IV.A.3.

The student can read with clear enunciation.

Objective IV.A.4.

The student can group words in meaningful phrases.

Objective IV.A.5.

The student can observe punctuation marks and vary his voice accordingly.

Objective IV.A.6.

The student can read with appropriate volume.

Objective IV.A.7.

The student can adjust his rate to his audience, his material, and his purpose.

Objective IV.A.8.

The student can vary his pitch in relation to the content.

Instructional Strategies:

1. Provide opportunities for choral reading.

2. Read a selection aloud with the student to improve phrasing.
3. Dramatization which calls for different types of voices may improve pitch and volume.
4. Tape record a student's oral reading and ask the student to listen and evaluate. The student may, with the aid of the teacher, set goals to work toward.

Independent Learning Activities:

1. Encourage the pupils to read aloud to each other. It is enjoyable for two friends to find a quiet corner and take turns reading aloud.
2. Have a period of time set aside each week when children may read aloud material which they have practiced. You may choose a topic such as: jokes, riddles, descriptions, etc.
3. Make a set of cards with a sentence on each card. Make another set of cards with an emotion (happy, sad, angry, etc.) on each card. Pupils take turns selecting one card from each set and reading the sentence in the emotional tone.

CONFERENCE RECORD

Student Name _____

Instructional Reading Level _____

Independent Reading Level _____

[illegible]